DOCUMENT RESUME

ED 417 692 HE 031 152

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TITLE Arts Internships as Transition.
INSTITUTION Minnesota Univ., Minneapolis.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE 1994-08-31
NOTE 320p.
CONTRACT P116B11716
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS Academic Aspiration; *Black Students; College Bound Students; College Preparation; Cooperative Programs; *High Risk Students; High Schools; Higher Education; Internship Programs; Participant Satisfaction; Program Effectiveness; School Community Relationship; Student Attitudes; *Theater Arts; *Transitional Programs
IDENTIFIERS African Americans; *University of Minnesota

ABSTRACT

This final report describes activities and accomplishments of a 3-year project at the University of Minnesota to develop a transition program emphasizing theater for high school students "at risk" for not continuing their education. Students participated in paid internships at the Penumbra Theater, Minnesota's only African-American professional theater company, and took courses in the University's General College. Theater and college personnel also acted as mentors for the students, working with them individually and in groups on transition issues. Of the 55 students (ages 15 to 20) who participated in the program, 32 were African American. As a result of student dissatisfaction after the program's first year, major changes were made in the direction of greater integration with the campus program. Data obtained from questionnaires and interviews with three cadres of student participants demonstrated that these community-based fine arts internships promoted the successful movement of these students into higher education. Individual sections of this report present an executive summary and an evaluative summary of the program based on the third cadre of students. Extensive appendices include: summaries of student interviews with students in each of the three cadres and summaries of questionnaire responses of students in each of the three cadres. (DB)

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ED 417 692

Arts Internships as Transition

Grantee Organization:

University of Minnesota
General College
128 Pleasant Street S.E.
Minneapolis, MN 55455

Grant Number: P116B1171 6

Project Dates:

Starting Date: September 1, 1991

Ending Date: August 31, 1994

Number of Months: 36

Project Director:

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FIPSE Program Officer: Jay Donahue

Grant Award:

Year one:	$69,114
Year two:	$78,359
Year three:	$76,895
Total:	$224,368

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Summary

In 1991, the University of Minnesota's General College and Penumbra Theatre, Minnesota's only African-American professional theatre company, received a FIPSE grant to develop a transition program for students, many of them American minorities, who said they wanted to continue with their educations after high school, but who -- because of any number of factors -- seemed "at risk" of not doing so. Students participated in internships at the Theatre and took courses at the General College. Theatre and College personnel alike also acted as mentors for the students, working with them on transition issues. By working with students at these different sites, we hoped to show that community-based engagement with fine arts though internships would help them make a successful transition from high school to whatever post-secondary education they wanted to pursue. Data gleaned from questionnaires from and interviews with three cadres of student participants demonstrate in limited ways that these community-based, fine-arts internships promoted the successful movement of these students into higher education.

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Executive Summary

Project Title: Arts Internships as Transition

Grantee Organization:

University of Minnesota-General College
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Contact:

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A. Project Overview

In 1991, the University of Minnesota's General College and Penumbra Theatre, the Twin Cities' only African-American professional theatre company, received a FIPSE grant to develop a transition program for students, many of them minorities, who said they wanted to continue with their educations after high school, but who -- because of any number of factors -- seemed "at risk" of not doing so. Students participated in internships at the Theatre and took courses at the college. Theatre and College personnel alike also acted as mentors for the students, working with them on transition issues. By working with students at these different sites, we hoped to show that community-based engagement with fine arts through internships would help them make a successful transition from high school to whatever post-secondary education they wanted to pursue. Data gleaned from questionnaires from and interviews with three cadres of student participants demonstrate in limited ways that these community-based, fine-arts internships promoted the successful movement of these students into higher education.

B. Purpose

Projects attempting to smooth the transition between high school and college are not unique; nor are projects that involve some form of the arts in order to enhance students' experiences. Successful transition projects that involve mentoring and contact with the workplace are described in literally hundreds of articles. There are two important characteristics that distinguish the General College-Penumbra programs from traditional models. First, these projects are generally two way, that is, between either school and college, or school and community organization. Ours was a three-way collaboration between students/schools, General College, and the Theatre. Second, those programs that involved collaboration between arts agencies and high-risk students had students participating in the craft of the agency -- like music, theatre, or playwriting -- rather than participating in its day-to-day management.

Our approach, while no more or less valuable, was different. We hypothesized that by having students help with the everyday functions of the theatre, they might make important connections with staff who were more permanent parts of the Theatre than the actors, and we hoped that students would find some "real world" value for the critical thinking and learning skills they were gathering in the classroom. In this way, our program also shared characteristics associated with community service projects in which students participate in "real" work settings in order to establish connections between the knowledge they gain in school and that required in the workplace. By creating this unique partnership, we hoped not only to smooth students' transitions from high school to post-secondary education, but to do so in a way that involved many of these students' home communities. These purposes remained constant over the period of the work plan.

C. Background and Origins

Penumbra Theatre is the only professional African American theatre company in Minnesota. It has a national presence through its Cornerstone Competition for new plays and through its company of professionals, among them August Wilson (twice winner of the Pulitzer Prize for Drama), Lou Bellamy, and Lester Purry. Penumbra Theatre has maintained its location in the Hallie Q. Brown Community Center in the core city Selby Dale neighborhood of St. Paul. General College is the open admissions lower division college of the University of Minnesota's main Twin Cities campus. It has a long history of community engagement through urban outreach programs, curriculum, and special programming. It enrolls American minority students at a rate three times that of the University at large, and serves special populations through research and curriculum experimentation. The theatre and college have a history of less ambitious informal collaborations predating the FIPSE project.

At the outset, the two institutions had in place good working relationships and communication, and some prior experience in cross-site fiscal management. In the course of the project's life, we found that in spite of good working relationships and friendly, productive division of labor, the "cultures" of the two institutions made for a less focused project than we might have hoped. The values of the academy (even in its rather non-traditional form in GC) and those of the theatre were at times not in synch with each other.

D. Project Description

The Penumbra-General College Program was designed to ease the transition between secondary and post-secondary education for high risk students by placing them in internships in a theatre in their home community, by introducing them to college coursework, and by providing them with mentors both from the Theatre and the College who would work closely with them on transition issues. The methods by which the program hoped to achieve this changed slightly from year to year, but were based on the following model:

- Students participate in scheduled internships at Penumbra Theatre (after the first year, students were awarded an honorarium of $6.00/hour).

- (First year only) Students participate in an acting workshop offered through the Theatre (this workshop was dropped because few students attended after the first quarter, and because the instructor was called away by other program-related duties).

- Students take two classes during the three quarters of the University of Minnesota's school year. In the first year, they were required to take Creative Problem Solving, a University course that met in the same building as Penumbra Theatre was housed. Students also took an acting course during the first (winter) quarter of the first year. After the first year, students chose between courses in African-American literature; Basic Writing; and Basic Writing 2, which met at the University. The State of Minnesota offers high school students a post-secondary options program through which their tuition is provided; students were charged neither for the course, nor any required supplies.

- Students participate in group and individual meetings with the University Liaison/Transition Counselor to discuss transition issues. Meeting topics ranged from how to complete financial aid forms, to how to write an application essay, to discussions with leaders in the African-American community regarding their educational experiences.

By invoking this three-front approach, we hoped to foster a connection between students' home communities and higher education; help students who wanted to pursue higher education do so; develop a more realistic idea of what college was like; and to develop a support network in General College that might provide assistance to them wherever they attended school.

E. Evaluation and Project Results

The project's statistical and narrative evaluations have been summarized in three volumes prepared by the project evaluator, Gladys Chan. Submitted to the FIPSE staff each year and in summary form at the end of year three, they demonstrate overall positive, if sometimes mixed, results. While it is too early to assess the long-term impact of the project, the annual evaluations and third year synthesis show that the majority of students attribute significant power to the model tested in the FIPSE project. These lengthy evaluations are attached as appendices.

To date, completed dissemination of project activities include

- Panel presentation at the Conference on College Composition and Communication (1993) with members of the Bentley College FIPSE project
- Panel Presentation at the National Youth Leadership/Service Learning Conference (1993)
- Monograph via the Center for Interdisciplinary Studies of Writing, "Writing in Service Learning Courses: An Annotated Bibliography" (1994).

In addition, two manuscripts are currently being revised (November, 1994). The first, to be submitted to the *Journal of Developmental Education*, provides an overview of the project with a special emphasis on the transition issues faced by American urban minority students. The second, targeted at a journal yet to be determined, works from the voices of the students themselves, as transcribed in interviews, in assessing the value of community-based interventions such as ours linking arts and transition. Two project staff will present a 75 minute session on the project at the 1995 National Association for Developmental Education (February, 1995). Since becoming involved in the project, the PI and a key University project staff member have become involved with several networks of service-learning efforts.

F. Summary and Conclusions

The students who participated in the General College-Penumbra Theatre program, generally found the program to be a satisfying experience. The majority of participating students believed that their experiences in the program would, in fact, help them make the transition to college -- in a few cases, the program even seemed to change students' minds about their abilities to make that transition and helped them realize that they could, in fact, perform well in college.

Body of Report

A. Project Overview

In 1991, the University of Minnesota's General College and Penumbra Theatre, the Twin Cities' only African-American professional theatre company, received a grant from the Fund for Improvement in Post-Secondary Education (FIPSE). With the grant, we planned to develop a transition program for students, many of them minorities, who said they wanted to continue with their educations after high school, but who -- because of any number of factors -- seemed "at risk" of not doing so. Students participated in internships at the Theatre and took courses at the college. Theatre and College personnel alike also acted as mentors for the students, working with them on transition issues. By working with students at these different sites, we hoped to show that community-based engagement with fine arts though internships would help them make a successful transition from high school to whatever post-secondary education they wanted to pursue. Now, the three-year grant period has ended. Using data gleaned from interviews with three cadres of student participants, we examine whether, as we hypothesized, community-based, fine-arts internships promoted the successful movement of these students into higher education.

B. Purpose

Projects attempting to smooth the transition between high school and college are not unique; nor are projects that involve some form of the arts in order to enhance students' experiences. Successful transition projects that involve mentoring and contact with the workplace are described in literally hundreds of articles. Bloomfield (1989), for example, describes the Career Beginnings Program, which places "moderately achieving" high school students in college courses and provides them with counseling, tutoring, and other academic support. Buck (1985) reports on UC-San Diego's successful Summer Bridge Program, whose students participated in a four-week program that provided coursework, time management seminars, and contact with successful student peers. Similarly, many articles report on successful partnerships between arts organizations and schools that benefit high-risk youth. In these arrangements the students are usually directly involved in the performance aspect of artistic production -- they are playing instruments, or writing or performing in plays -- developing their abilities to create art. Johnson and Barry (1993), for example, describe a collaboration between the music program at Auburn University's College of Education and the schools that is designed to garner support and encouragement for children from parent, the school, and the community. Soper (1993) chronicles the activities of Washington, D.C.'s Kennedy Center for the Performing Arts, which include the promotion of school-community partnerships. Safer and Harding (1993) describe a program operating in Chicago junior and senior high schools called Under Fire that uses theatre as one venue for students to consider questions and problems connected with substance abuse.

There are two important characteristics that distinguish the General College-Penumbra programs from these models. First, these projects are generally two way, that is, between either school and college, or school and community organization. Ours was a three-way collaboration between students/schools, General College, and the Theatre. Second, those programs that involved collaboration between arts agencies and high-risk students had students participating in the craft of the agency -- like music, theatre, or playwriting -- rather than participating in its day-to-day management. Our approach was different. We hypothesized that by having students help with the everyday functions of the theatre, they might make important connections with staff who were more permanent parts of the Theatre than the actors, and we hoped that students would find some "real world" value for the critical thinking and learning skills they were gathering in the classroom. In this way, our program also shared characteristics associated with community service projects in which students participate in "real" work settings in order to establish connections between the knowledge they gain in school and that required in the workplace.

By creating this unique partnership, we hoped not only to smooth students' transitions from high school to post-secondary education, but to do so in a way that involved many of these students' home communities. We did so because research by Bartholomae (1985), Tinto (1987, revised 1993), and others has shown that students often do not succeed in college because they feel that their collegiate experience bears little connection to the communities in which they lived previously. Bartholomae suggests that if the student does not perceive this connection, they often "invent" a dysfunctional university for themselves in which they cannot find a place. As statistics bleakly remind us, this invention is for many of the underprepared not supportive -- the student invents a university that must fail them, or they must fail. Tinto shows that in open admission colleges such as the General College, 28 percent of part-time students and 30 percent of the full time students enrolled do not return for the second year. The figures for public two-year colleges, which many of our students said they might attend, are even less encouraging: there, 47 percent of the part time students, and 54 percent of those enrolled full-time, do not return for their second years (1994, 14). Tinto argues that several factors might make a significant difference to a student's decision whether or not to leave college. First, the institution must demonstrate a commitment to students by developing an effective educational program that provides helpful feedback to students. It must also foster a positive and supportive social and intellectual community where members of the of the institution "reach out and make contact with students" in order to establish bonds between all members of the academic community. An essential part of this effort is mentoring, helping students develop a personal connection within the institution whom they perceive as an "insider" (1993, 147).

C. Background and Origins

Penumbra Theatre is the only professional African American theatre company in Minnesota. It has a national presence through its Cornerstone Competition for new plays and through its company of professionals, among them August Wilson (twice winner of the Pulitzer Prize for Drama), Lou Bellamy, and Lester Purry. Penumbra Theatre has maintained its location in the Hallie Q. Brown Community Center in the core city Selby Dale neighborhood of St. Paul. General College is the open admissions lower division college of the University of Minnesota's main Twin Cities campus. It has a long history of community engagement through urban outreach programs, curriculum, and special programming. It enrolls American minority students at a rate three times that of the University at large, and serves special populations through research and curriculum experimentation. The theatre and college have a history of less ambitious informal collaborations predating the FIPSE project.

At the outset, we had in place good working relationships and communication, and some prior experience in cross-site fiscal management. In the course of the project's life, we found that in spite of good working relationships and friendly, productive division of labor, the "cultures" of the two institutions made for a less focused project than we might have hoped. The values of the academy (even in its rather non-traditional form in GC) and those of the theatre were at times not in synch with each other on matters of management, meetings, and formalities--the theatre being much more likely to operate *ad hoc*, and GC staff more likely to feel comfortable in the confines of more structured procedures. But on matters of motive, our purposes were unified: all were distressed by the increased violence in the lives of the students with whom we interacted; all were troubled and angered by the decline in enrollment in postsecondary programs among Black males and the incipient decline among Black females; all were frightened by the apparent decline in hopefulness among these youth. Our goal was to use community-based arts internships and the flexibility of the University's open door college to test one model aimed at reversing such patterns.

D. Project Description

Motivated by this research, the Penumbra-General College Program was designed to ease the transition between secondary and post-secondary education for high risk students by placing them in internships in a theatre in their home community, by introducing them to college coursework, and by providing them with mentors both from the Theatre and the College who would work closely with them on transition issues. The methods by which the program hoped to achieve this changed slightly from year to year, but were based on the following model:

- Students participate in scheduled internships at Penumbra Theatre (after the first year, students were paid $6.00/hour for this work).
- (First year only) Students participate in an acting workshop offered through the Theatre (this workshop was dropped because few students attended after the first quarter, and because the instructor was called away by other program-related duties).
- Students take two classes during the three quarters of the University of Minnesota's school year. In the first year, they were required to take Creative Problem Solving, a University course that met in the same building as Penumbra Theatre was housed. Students also took an acting course during the first (winter) quarter of the first year. After the first year, students chose between courses in African-American literature; Basic Writing; and Basic Writing 2, which met at the University. The State of Minnesota offers high school students a post-secondary options program through

which their tuition is provided; students were charged neither for the course, nor any required supplies.

- Students participate in group and individual meetings with the University Liaison/Transition Counselor to discuss transition issues. Meeting topics ranged from how to complete financial aid forms, to how to write an application essay, to discussions with leaders in the African-American community regarding their educational experiences.

By invoking this three-front approach, we hoped to foster a connection between students' home communities and higher education; help students who wanted to pursue higher education do so; develop a more realistic idea of what college was like; and to develop a support network in General College that might provide assistance to them wherever they attended school.

E. Evaluation and Project Results

Student Profile

Over the three-year period, fifty-five student participated in the Penumbra-General College Program. Thirty two were African-American; one was Hispanic; eleven were Caucasian; five were bi-racial; three were Asian; and one was Native American (two chose not to identify their ethnic origins). Twenty nine had at least one parent with a four-year degree or more; and thirty-four said they were the same or better off than people around them. Their school performance was quite mixed. Twenty-two had grade point averages of 3.0 or above; the remaining thirty-three were below that. Thirty-eight of the fifty five students were women; seventeen men. Finally, all of the students except one, who was twenty, were between fifteen and eighteen years old, and the majority of students (n=40) were seventeen or eighteen.

Program beginnings - The first year

The first year of the program started with a winter quarter (January 1992) class, Creative Problem Solving, that met in a room at the community center where Penumbra was housed. Students were highly critical both of that class, and of the theatre internships, saying that they felt neither met their expectations.

Students were unanimous in their opinion that the program lacked organization. One complained about the class:

> I don't think the people who coordinated that class knew what we needed. And they had mentioned in the beginning that they were intending to use the internship as the textbook for the class, and there were no such references to the internship, because the internship was non-existent. I think that that statement about using the internship as a textbook for the class, it seemed like a really feeble last-minute attempt at trying to tie everything together, and that they really didn't have a plan of connecting the three things.

Another student complained that the internship was not well planned. She said she "didn't want to go back [to the Theatre] this quarter because it was so terrible last quarter." A third said that "The internship part was poorly planned, and it was last-minute, thrown together, sort of. . . . So I don't think that was too great."

First year students also found that the different components of the internship program did not fit together well. They were explicit about how ill-coordinated they found the program:

> I know they're all supposed to intertwine . . . accordingly, but I don't know if they really did too well. I don't think that they correlated in the way that they program had been designed and set up to be able . . . I don't think it was like each piece fit into the next piece, you know, like a puzzle. . . .

When another students was asked if they program's activities bore any relationship to one another, she said "probably, if you dig really deep or something. On the surface, I don't know. I would say no." The primary component of the program that students felt was least relevant to the rest of the experience was the creative problem solving course. According to another student, "the acting class and the creative problem solving class weren't related. The acting class and the internship itself could be related, depending on what part of the theatre you worked with. But the problem solving course wasn't related to the internship."

First year students who participated in the second (spring) quarter of the program were considerably more satisfied with their experiences than only those who participated in the first (winter) quarter, because the spring quarter Basic Writing course met on campus and was better organized than the Creative Problem Solving course. Students enrolled in that course reported that they believed themselves more prepared for college than they had before the course started. One student said that "[t]he class is more structured, like a real university course, and I think it would more prepare you for a college class than the first quarter we took." Another said that the course "helped my writing improve a lot. [It was more effective because] the class . . . is a good beginning to start at college. Especially this quarter, we had to get our own books . . . go to the bookstore and buy them, buy our disks. If you didn't know how to use the IBM, you had to learn how to use it. It wasn't just all handed to you. You had to do it yourself. . . ." Another reported that as a result of taking the spring quarter class, she had a "real taste" of what college was going to be like. "I know what a college classroom is like more, and I know what a professor expects from you and how you have to be able to read and read carefully your assignments, and ask questions and stuff so you can get good grades." Still another said that he had "an understanding of how college is and sort of works. I mean, I really had no clue of what a college class would be like or what college people would be like. and I get to walk around the campus when I come here, and I get to observe . . . and it's been beneficial to me in that way."

Written evaluations by first-year students reflected their dissatisfaction with the program organization, but also showed that students believed the internship prepared them for college, although students in subsequent years were more enthusiastic in this opinion. In the evaluations, students were asked to rate the program and their experiences

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in it on a five-point scale with 1 indicating "strongly disagree" and 5 indicating "strongly agree." When first year students were asked whether they had a better understanding of the expectations of post-secondary education as a result of their internship, the average response was a 2.6. When asked if they were more comfortable taking on academic challenges because of the internship, average response was 2.9. And when asked if they had a better idea of how they might benefit from post-secondary education because of the internship, average response was 2.8. Nevertheless, they gave the internship program as a whole generally low marks. When asked if the internship was what they expected it to be, the average response was only 2.1; average response to a question about whether the different parts of the internship were well-planned and coordinated was only 1.5. Much of students' disappointment seemed to stem from dissatisfaction with the theatre component of the internship, as well as with the organization of the Creative Problem Solving Course. They were happier with the first (winter) quarter acting course and the second (spring) quarter Basic Writing course.

As a result of the first year students' comments, substantive changes were made to the program in the second and third years. First, classes were moved from the Hallie Q. Brown Community Center to the University. Second, students registered for sections taught by a number of instructors, in which they sat with other General College students. Third, program staff attempted to more clearly define and articulate the role of students in the Theatre, and the connection between Theatre and classroom work. Fourth, students were paid ($6/hr.) for their work at the Theatre. The remainder of this report will assess students' responses to these changes.

College, courses, and transition

In part because of the shift in subject and location, many more students in the second and third cadres felt strongly that their experiences at the University helped to prepare them for post-secondary education. Students asserted that three aspects of the college experience were particularly beneficial. They were: 1) learning the "systems" --

registering, purchasing books, using computers, etc.; 2) taking responsibility for their own actions; and 3) taking courses with other college students.

A number of students believed that dealing with University systems was good preparation for college. One second year student, for example, said that the University coursework helped "people get used to taking college classes. It gets them familiar with the University or college system and you have people around you to help you with financial aid or whatever else you need help with." Another said that it was helpful to learn how to "get our own books . . . go to the bookstore and buy them, buy our disks. If you didn't know how to use the IBM, you had to learn how to use it. . . . You had to do it yourself. . . "

Students also believed that having to assume responsibility for their own work, and their actions, would ultimately help prepare them for post-secondary education. One student said that

> I think I'm a lot more prepared for college now [that] I've taken courses at the U . . . . College classes move more freely than a high school class. I mean, they may tell you you have a paper due in two weeks, but you won't hear anything else about it for those two weeks. If you don't write it in your schedule, you miss out on your paper. In high school they remind you every day. They keep on you.

Another said that the program helped her to prepare for the transition to college because she understood now "that the classes aren't going to be easy and it's going to take up a lot of my time. . . . I am going to have to prepare for this and not expect things to fall into my lap."

Others said that the combined social and academic experience of being in college courses helped them develop a realistic picture of what college was like and how they might fit in there. This student, for example, was relieved to know that she was not markedly different than college students older than she:

> I guess when you think about college kids you think about these big kids who are just so different from high schoolers, but in a way they are different because they

> are on their own and they have different responsibilities but we all work at the same thing. It was just a good feeling to know that me being a high school junior, I was doing toe same level of work as a college sophomore was doing, and it just made me feel good and I was getting the same type of grades as them. It gave me good aspirations.

Another reported that after being enrolled in classes all three quarters of the program, ". . . it's been most helpful to prepare for the maturity level of a university class. I finally got an idea of what it was like to take a class at a university, and get a higher education. I like it. . . . I'm sure I can cope [in college]." Still another reported that she had "a feel for what college classes are going to be like. . . You can get a little used to what the college professors are going to be asking."

Three students in the third cohort, in fact, were so satisfied with their experiences in the program that they reported they had changed their minds about attending college -- either they had decided to go to a two-year college and decided instead to attend a four-year college; or they had decided not to attend college but had changed their minds as a result of their experiences. This student's remarks are typical of those three students':

> . . . by the beginning of this year I was pretty burned out from high school, basically, from the whole high school thing. I didn't enjoy being there, and I wanted to get out as much as I could. And my grades were slipping in high school, not seriously slipping, but they were slipping. And I wasn't too hopeful about my performance in college because I kind of thought that I needed a break after twelve years of school. But when I finally went to my university classes, I was treated kind of like I was important, I got good responses on papers I wrote, I enjoyed the reading, I just enjoyed the work. Until that happened, I hadn't really understood the true difference between college and high school. And it made me anxious to go to college next year.

During the second and third years of the program, we also encountered an unexpected problem that did not arise during the first year -- students who were, in a sense, overprepared for this experience and did not need additional preparation for the transition to post-secondary education. Not only were they self-identified as college-bound, but they had an idea of where they would attend college (if they had not, in fact, already been previously accepted); whether their expectations were reasonable (i.e., whether their academic records and test scores would allow them to gain admission to the institution of their choice); how they would pay for their educations; and what kinds of demands would be leveled once they arrived in college. Often, these students had previous experience with post-secondary coursework through the State of Minnesota's Post-Secondary Enrollment Options Program; for participation in that Program outside of the Penumbra-General College project students had to hold a minimum G.P.A. of 2.5. This student's response was typical of the three who did not feel the program benefited them academically:

> . . . for other people I think it would have been better because I knew what I was doing and I was already doing it and there wasn't . . . . I think it was made for someone else. So . . . I think it [the project] worked, it would help a lot if it was the type of person they were aiming at.

Comments like these, however, were relatively rare. Generally, students in the second and third years of the Program strongly believed that their experiences in college courses helped them understand the systemic, academic, and social demands of college, and that they felt more prepared for transition to post-secondary education as a result of their work in the Program.

Internship work as transition

As a result of the first cadre's dissatisfaction with the theatre component of the program, changes in that portion were made, as well. Students in the second and third cohort were quite satisfied with their experiences at the Theatre. Program staff were more satisfied with the students, as well -- adding a stipend of $6 per hour seemed to have led both students and staff to become more responsible to the maintenance of a successful internship component. Despite these improvements, problems with the internship component of the Program remained. Some students still lodged complaints about the internships, and by the end of the year many reported that because they were "bored," they simply stopped going to the Theatre. Students also perceived a gap between their work at the Theatre and their work in the General College classroom. The majority, however, were pleased with their experiences at the Theatre, as well.

One student reported that ". . . the production that I did at the warehouse [an off-Theatre site where Penumbra constructed most of their sets] . . . was a lot of hard work and it gave me a good idea of what the people behind the scenes do. . . . it taught me something about what people do. The ushering was really nice, it was good to be able to watch a little bit of the play. Another said that she "got to use my own creativity" creating visual boards and newsletters for the Theatre; she said that she found that work experience quite satisfying. A third reported that her work at the Theatre "made me think about my responsibilities a lot more. . . Like where I'm supposed to be, getting to places on time...."

Other students reported that they were satisfied with the internship and perceived important connections between it and their General College courses. One said that she became their "intern public relations person," a role she enjoyed because "I wanted to become a better writer, in [my G.C.] class I worked hard to do that, at Penumbra, I practiced my typing skills, which is important." Another reported they were related "because you can't just be management and now know how to write, for grants or whatever. Or write business letters." Another said that he found a common emphasis on communication in his General College courses and in his work at the Theatre. A third student perceived writing as a common link between the two sites. "For my writing classes," she said, "writing is a very important thing, anyway. And I feel that you always have to be able to write well. Especially in theatre, I hope one day to not only be acting but to be writing."

Still other students said that they benefited from their contact with both theatre professionals and African-Americans during their Theatre internships. One student said that

> I went in there [Penumbra] and did what they said to do, but it wasn't really like I got a lot out of doing it. . . . The young lady that was there . . . was asking me what did I get out of it . . . and all I could tell her is what I did, like put up displays and [file] things. I mean, it was a job, but I can't say I got a lot out of it, really. . . . In working with black people in the theatre I got a lot out of it doing that. . .

Another said that he wasn't able to work at the Theatre often because he lacked transportation there, but he still benefited from the internship. "Even doing that much," he said, "I really learned a lot. I learned how Lou [Bellamy, artistic director] did his job of directing and it was a real good experience for me . . . . I learned many things from [everyone at the Theatre]. . . . they're very inspirational." Students also reported that they had frequent casual conversations with Penumbra staff members about their future educational plans. One student, for example, was asked whether she talked with any of the staff about her future plans. She said that she "talked to [Penumbra's Executive Director] and [Penumbra's budget coordinator] but it wasn't like a big thing, it was just like Marlene was asking me today, where do I think I'm gonna go, am I gonna leave this state, or what are my plans?" This kind of contact seemed not only to make students comfortable at the Theatre, but helped them take themselves and their plans seriously.

The students who participated in the General College-Penumbra Theatre program, as these interview excerpts demonstrate, generally found the program to be a satisfying experience. The majority of participating students believed that their experiences in the program would, in fact, help them make the transition to college -- in a few cases, the program even seemed to change students' minds about their abilities to make that transition and helped them realize that they could, in fact, perform well in college.

It is easy to locate evidence supporting the contention that placing at-risk students like these in college courses, with appropriate academic support, can be a positive, even a remarkable, experience. Students' responses to questions about the University courses in which they were enrolled ranged from expressions of support and appreciation, to epiphanies regarding the subject matters they studied. Clearly, these students found that enrolling in University courses and discovering that they could, in fact "cut it" was a valuable experience. But even those who did not successfully complete the courses believed that their experience benefited them. One student in the second cadre, for example, said that when she flunked the first basic writing course she realized that she could not "mess around" in these courses the way that she had in high school. When interviewed at the end of the following academic year -- the end of her first year at a private, liberal arts college to which she received a full scholarship -- she reported that failing that course taught her as much about performing in college as four years of high school had.

Because students' contacts with Theatre personnel were so much less structured than their coursework, and because the work experiences of students over the three cadres sometimes varied considerably, the evidence supporting the role of the Theatre in successful transition is less tenable. Nonetheless, these interviews prove--or strongly indicate-- that although students may not be able to articulate it as clearly, most of them found working in the Theatre helped them feel more comfortable with their experiences in and around higher education. Whether simply talking to Theatre staff, completing work at the Theatre that they felt had some connection to their coursework, or simply working among a predominantly African-American staff in a predominantly African-American theatre, these students found the experience to be particularly valuable.

In follow-up interviews conducted this year, students in the first two cadres, now finished with their first and second years with post-secondary education, said that they found the program even more beneficial in retrospect.

The project's statistical and narrative evaluations have been summarized in three volumes prepared by the project evaluator, Gladys Chan. Submitted to the FIPSE staff each year and in summary form at the end of year three, they demonstrate overall positive, if sometimes mixed, results. While it is too early to assess the long-term impact of the project, the annual evaluations and third year synthesis show that the majority of students attribute significant power to the model tested in the FIPSE project. These lengthy evaluations are attached as appendices.

Dissemination

To date, completed dissemination of project activities include

- Panel presentation at the Conference on College Composition and Communication (1993) with members of the Bentley College FIPSE project
- Panel Presentation at the National Youth Leadership/Service Learning Conference (1993)
- Monograph via the Center for Interdisciplinary Studies of Writing, "Writing in Service Learning Courses: An Annotated Bibliography" (1994).

In addition, two manuscripts are currently being revised (November, 1994). The first, to be submitted to the *Journal of Developmental Education*, provides an overview of the project with a special emphasis on the transition issues faced by American urban minority students. The second, targeted at a journal yet to be determined, works from the voices of the students themselves, as transcribed in interviews, in assessing the value of community-based interventions such as ours linking arts and transition. Two project staff will present a 75 minute session on the project at the 1995 National Association for Developmental Education (February, 1995). Since becoming involved in the project, the PI and a key University project staff member have become involved with several networks of service-learning efforts.

F. Summary and Conclusions

To conclude, we include a final statement by a student from the first year who now attends a community college in Minneapolis:

> It was a good program. It gave me the opportunity to check out college and figure out things about college. It also exposed me to some good role models . . . I learned a lot. It was one continuous effort from everyone. . . . It definitely prepared me for college -- I got one B and two As my first quarter in classes that weren't easy. It definitely taught me what you need to do to obtain a grade. I know I wouldn't have done that well without the program. Socially, it was also good preparation. It was quite a cross-section of folks, and that's how the world is. If college is supposed to prepare you for real life, that's how the real world is. So this program was almost a step ahead.

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FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

THIRD CADRE
EVALUATIVE SUMMARY

Prepared By
Gladys Chan

DATE:
August, 1994

I. THIRD YEAR REPORT

Introduction

The arts internship program, put together by the University of Minnesota's General College and the Penumbra Theatre, the only African-American professional theatre in Minnesota, has completed its third year. This program was designed to ease the transition between secondary and post-secondary education for high school students by (1) placing them in an internship in a theatre in their home community, (2) introducing them to college coursework, and (3) providing them with mentors both from the theatre and the college who would work closely with them on transition issues.

The third year of the program lasted for nine months. It began in September, 1993 and ended in June, 1994. During this period, interns:

1). participated in two productions in the Penumbra Theatre. Each production required about 20 hours of work. Interns chose the productions they preferred to work on and arranged their own work schedule. They could intern in the areas of production arts and art administration. The work at the theatre was paid at the rate of $6 per hour.
2). took a minimum of two General College classes during the three quarters of the University of Minnesota's school year. They chose between courses in African-American Literature, Basic Writing and Basic Writing 2. Students could earn up to twelve hours of college credit in this program.
3). participated in group and individual meetings with the University Liaison / Transition Counselor to discuss transition issues. Meeting topics ranged from how to complete financial aid form, to how to write an application essay, to discussion with leaders in the African-American community regarding their educational experience.

Evaluation of the Project

Evaluation of the project included three one-on-one interviews with the interns and two satisfaction surveys. Interview questions were all open-ended while the surveys used both open-ended questions and closed-ended scaled items. The three interviews were conducted at the beginning (early October), in the middle (early

January) and toward the end (early May) of the nine month period. The two surveys were given at the end of the first (early December) and the third (early June) quarters respectively.

In order to make meaningful comparisons, we asked the interns similar questions each year. The four basic areas that were covered in the interviews and surveys are: (1) interns' understanding of the program, (2) their evaluation of the project, (3) their college aspirations, and (4) their understanding of and preparation for post-secondary education. In the first interview with the interns, we also asked about their personal profiles (e.g. age, sex, ethnic identification, family financial situation, and first generation college status etc.), and their familiarity with the Penumbra Theatre.

The interview and survey results of the third cohort are abstracted and summarized in the attached appendixes. This section of the report (1) summarizes the performance of the program in the third year from the perspective of the students, and (2) compares the third year results with the previous two years in the areas where obvious difference are found.

Response Rates and Completion Rates

In September, 1993, 23 students registered in the program. 21 (91%) of them showed up in the first interview, 17 students (74%) responded to the second interview and we reached 18 of them (78%) in the third interview. For the satisfaction surveys, 20 interns (78%) returned the first survey and twelve students (52%) returned the second one.

At the end of the fall quarter (December, 1993), we lost five students. Among those five, only two students actually dropped out. The other three were never actively involved. Nevertheless, we were able to retain 18 students (78%) after one quarter. This retention rate was higher than the previous years when only six students (35%) in the first cohort and eleven (65%) in the second cohort stayed beyond the first quarter. We asked the interns who dropped out of the program the reasons of their withdrawal. One said the program interfered with her basketball practice and high school classes. The other said she transferred to a private school which did not support this post-secondary program. For those who quit, the reasons were due to their personal circumstances rather than their dissatisfaction with the program.

Students in the second and the third cohorts were required to take two college classes and participated in two theatre productions in the period of nine months. Therefore, there were time when interns did not take college classes or work at the theatre, but they were still inactively in the program. It was difficult to know who remained and who dropped out in the middle of the program.

For those 18 interns who remained in the program after the first quarter, 14 took at least two college courses during the entire nine month period and twelve received a passing grade for both of the college classes they took. Thus, we can say more than half of the interns in the third year completed the college coursework requirements. Only nine interns in the third cohort participated in two theatre productions and fulfilled the theatre work requirements. Among these nine students, seven took at least two college classes. It means that there were seven interns who finished both the college class and theatre work requirements of the program. This represents a completion rate of 30% (as compared to 45% in the second cohort and 24% in the first cohort).

Profiles of the Interns

Questions about students' profiles were asked in the first interview at the beginning of each year. The following tables summarize the data of the interns in the three cohorts (refer to Questions #29 to #37 in the First Interview Summary, Appendix 1, p11-14):

	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
Gender			
male	6 (35%)	5 (29%)	4 (19)
female	11 (65%)	12 (71%)	17 (81%)

	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
Age			
15	0	0	2 (10%)
16	0	3 (18%)	9 (43%)
17	13 (76%)	10 (59%)	9 (43%)
18	4 (24%)	3 (18%)	1 (5%)
20	0	1 (6%)	0
Ethnic Identification			
African-American	10 (59%)	12 (71%)	10 (48%)
Caucasian	3 (18%)	2 (12%)	6 (29%)
Asian	2 (12%)	0	1 (5%)
Hispanic	1 (6%)	0	0
racially mixed	0	3 (18%)	3 (14%)
decline / unable to answer	1 (6%)	0	1 (5%)
School Status			
junior	0	2 (12%)	11 (52%)
senior	17 (100%)	15 (88%)	10 (48%)
High School G.P.A.			
1.5 - 2.0	1 (6%)	0	1 (5%)
2.1 - 2.5	5 (29%)	6 (35%)	3 (14%)
2.6 - 3.0	4 (24%)	2 (12%)	10 (48%)
3.1 - 3.5	6 (35%)	8 (47%)	3 (14%)
3.6 - 4.0	1 (6%)	0	4 (19%)
Don't Know	0	1 (6%)	0
Parents' Education			
Have at least one parent with a 4 year degree or above	7 (41%)	9 (53%)	13 (62%)
Financial Situation			
(Much) better than others	6 (35%)	4 (24%)	11 (52%)

There are several notable features about the third cohort. First of all, the program recruited more and more female students over the years. 81% of the third year students were female (as compared to 65% in the first year and 71% in the second year). Secondly, the third cohort was the youngest cohort. At the time of the first interview, more than half (53%) of the third year students were 16 or younger, while the majority of the students in the first (100%) and second (83%) cohort were at least 17 years old. Not surprisingly, there were also more juniors in the third year. Indeed, more than half (52%) of the third cohort were juniors. On the other hand, most, if not all, of the students in the first two years were high school seniors. Regarding their high school performance, the third cohort was not doing as well as the other two cohorts. Only 33% of the third year students had a g.p.a. higher than 3.0, whereas the percentages in the first (41%) and the second (47%) cohorts were higher. The family background of the third cohort, however, was more privileged. Compared to the other two years, the third cohort had highest percentages of students who (1) had at least one college educated parent and (2) evaluated their families as financially better off or much better off than others.

Familiarity with the Penumbra Theatre

The design of the program was based on the idea that an early college experience together with a community-based fine arts internship can promote a successful post-secondary transition for high school students who are "at risk". Since Penumbra Theatre played the role of "home community" in this program, we wanted to find out if the students indeed felt comfortable or were familiar with the theatre.

The following tables summarize interns' prior connection with the Penumbra Theatre before they joined the program (refer to Question #6 in the First Interview Summary, Appendix 1, p2):

	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
have gone to Penumbra before	41%	88%	71%
heard about it only	24%	6%	24%
have neither gone nor heard about it	35%	6%	5%
If gone to it before, how often?			
once	14%	27%	13%
more than once	86%	73%	87%

Students in the second and the third cohorts had significantly more prior connection with the Penumbra Theatre than the first cohort. 94% of the second cohort and 95% of the third cohort had visited or heard of the theatre before they joined this program (as compared to only 65% in the first cohort). Moreover, for the students who had gone to the theatre prior to this program, 87% of the third cohort had done it more than once (as compared to 73% of the second cohort).

Students in the third cohort not only visited the theatre more often, they were more personally involved in it as well. For examples, two interns said they had friends working at Penumbra so they sometime went to the theatre just to hang out, and one intern had worked there as usher (see Question #6 in the First Interview Summary, Appendix 1, p3). In addition, students in the third cohort were able to tell us more about the Penumbra Theatre (e.g. its nature ad characteristics, the services and functions it offered etc.) than students from the other two cohorts (refer to Question #7 in the First Interview Summary, Appendix 1, p3). Over the years, this program recruited more and more students who already knew about the theatre. Some students even joined the program because they wanted to work with the Penumbra Theatre. Students' prior knowledge of and interest in Penumbra meant that the theatre could develop rapport with the students with minimal barriers.

Interns' understanding of the Program

90% of the third year students found out about this program either in their high school (e.g. 15 students said the program staff came to their school and recruited people, and six said their theatre teachers told them about it) or from their friends (e.g. three of them had friends in the program this year and two had friends who joined this program last year) (see Question #1 in the First Interview Summary, Appendix 1, P1).

Students in the third year had a better understanding of the program than the previous cohorts. The following table tells us why (see Question #3 in the First Interview Summary, Appendix 1, p1):

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	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
Program well-explained before it started?			
yes	29%	53%	76%
no	71%	47%	24%

Over the three years, more students agreed that the program was well-explained to them before it started. As the data indicate, 76% of the third cohort said they knew what they were getting into (compared to only 29% in the first cohort and 53% in the second cohort). The staff in the third year did a better job in explaining the program to the students and helping them understand it.

Sometimes, what the interns think of as the reasons for a program are different from the reasons of their participation. The data we obtained can illustrate this point. We asked the interns at the beginning of each year the meanings of this program and their reasons for joining (refer to Questions #5 and #6 in the First Interview Summary, Appendix 1, p1-2). We then classified their responses as "theatre-related", "academic", and "others". The following table summarizes the percentages of response that are related to theatre and college over the three years:

	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
Reasons for joining:			
theatre-related	25%	46%	39%
academic	18%	31%	39%
Meanings of the program:			
theatre-related	34%	27%	31%
college-related	40%	41%	40%

The responses given by the three cohorts show a similar pattern. During the first interview, more students emphasized college transition as the aim of the program. For instance, in the third year, 40% of all the meanings given to the internship were about college preparation, only 31% of the meanings given were theatre-related. However, theatre experience was at least equally (if not more) important in attracting the students in the program. We found an equal percentage (39%) of theatre-related and academic reasons given by the third cohort for their joining the program. In the first two years, the proportion of theatre-related reasons always exceeded the proportion of academic reasons (25% vs 18% in the first year, 46% vs 31% in the second year).

As the program continued, interns' understanding and expectation would change. This is particularly true for the third cohort. In the second interview, we again asked the students the meanings of the program and what they wanted to get out from it (see Questions #13 and #15 in the Second Interview Summary, Appendix 2, p9-10). Responses by the different cohorts are presented below:

	1st Cohort (N = 14)	2nd Cohort (N = 11)	3rd Cohort (N = 17)
Reasons for staying:			
theatre-related	43%	43%	30%
academic	43%	38%	41%
Meanings of the program:			
theatre-related	22%	29%	19%
college-related	56%	54%	53%

For the first and the second cohorts, results from the second interviews were similar to the first interviews. Theatre experience remained as the most important reasons for students to stay in the program although most of them agreed that the meaning of the program was academic preparation.

The expectation of the third cohort, however, had changed over time. By the time of the second interview, the college part became their main focus on the program. For example, students in the third year mentioned significantly more college-related meanings of the program (53% vs 19% for theatre-related meanings) in the second interviews. Academic experience (which accounted for 41% of the reasons for their staying) also became more important in keeping the students in the program than theatre-related reasons (which had dropped to 30%). Many interns from the third year joined the program because they were interested in the theatre, but our data suggest that their attention was gradually pulling away from the theatre.

Interns' Evaluation of the Program

a) At the End of the First Quarter (December, 1993 / January, 1994)

In December, 1993, we gave a satisfaction survey to the third cohort. The survey contained a number of items related to these aspects of the program: (1) internship and self-development, (2) internship and college, (3) intern and staff, (4) intern and other interns, and (5) general evaluation. Students were asked to rate the items on a scale of one to five with five as the most favorable response. In addition, similar but open-ended questions were asked in the second interview with the interns in January, 1994.

The following table, summarized from the Surveys Summary I (see Appendix 4), represents the numbers and percentages of items in the different areas of the program that were rated four or above by the three cohorts:

	First Cohort (N=11)	Second Cohort (N=11)	Third Cohort (N=20)
internship & self-development	0%	40%	60%
internship & college	25%	36%	29%
intern & staff	17%	83%	17%
intern & other interns	83%	67%	67%
general evaluation	6%	67%	61%
Total	**23%**	**56%**	**48%**

Three noteworthy trends are revealed from the above table. First of all, the rating for "internship & self-development" improved over the years. The percentages of items rated four or above increased from 0% in the first year to 40% in the second year to 60% in the third year. Secondly, interns' ratings on "intern & other interns" shows an opposite trend. The percentages of items rated four or above in this section dropped from 83% in the first year to 67% in both the second and the third years. Finally, for items related to "internship & college", "intern & staff" and "general evaluation", evaluation in the second year was generally more favorable than in the first year. However, students' rating in these areas dropped in the third year. This is particularly obvious in the area of "intern & staff" where only 17% of the items were rated four or above in the third vs 83% in the second year.

Item-to-item comparison indicates that internship in the third year did particularly well in helping the students: (1) know about themselves (e.g. goals, potential and aspirations), (2) understand the importance of responsibility, self-discipline and promptness, and (3) improve their skills in expressing themselves and concentration (See Section A in the Surveys Summary I, Appendix 4, p1). Consistent results were found in the second interview with the third cohort. 13 students (76%) noticed some changes in the way they perceived themselves after participating in the program. They said the program, especially the college class experience, increased their self confidence and self esteem. They became more mature, responsible and open-mined (see Question #28b in the Second Interview Summary, Appendix 2, p17).

What was problematic about the third year internship, however, was its social aspect. All the items about "intern & staff" were rated significantly less favorable by the third cohort. Data indicate that in the third year, the staff were less available to meet with interns, did not give interns as much feedback about their performance, did not get interns involved and interested in learning. Interns in the third year were not as comfortable talking to the staff, nor did they feel as strongly that the staff were trying to develop rapport with them and cared about them (see Section C in the Surveys Summary I, Appendix 4, p3). When asked about the things they did not like in the program (refer to Question #18 in the Second Interview Summary, Appendix 2, p11-12), the change they wanted to see (refer to Question #19 in the Second Interview Summary, Appendix 2, p12), and the kind of help they expected from the staff (see Question #26 in the Second Interview Summary, Appendix 2, p16), students also mentioned that there should be more contact and communication between the staff and the students. The problem did not pertain to the relationship between interns and staff. The cooperation among interns in group work as well as the class and group discussion were rated less positively by the third cohort (See Section D, Items #5 & #6 in the Surveys Summary I, Appendix 4, p3).

In addition, the organization and coordination of the internship in the third year needed to be changed (See Section E, Item #5 in the Surveys Summary I, Appendix 4, p4). When the third cohort was asked to name some aspects of the program that should be improved, the most common suggestions were related to the planning of internship at

Penumbra. Their comments include: improving the communication between the theatre and the interns, more information for the interns and better planning of theatre schedule so interns could have a clearer understanding of what is happening, and getting paid more often (refer to Question #8 in the Surveys Summary I, Appendix 4, p13)

At the end of the first quarter, students' evaluation seemed to be more positive toward the college class. When asked about the things they liked in the program (see Question #17 in the Second Interview Summary, Appendix 2, p11), 70% of their responses were related to the college class they took. Moreover, 71% of the students who responded to the second interview said the program helped them understand the academic demands of post-secondary education (see Question #29 in the Second Interview Summary, Appendix 2, p12-13). On the other hand, when students talked about the things they disliked in the program, 37% of their responses were specifically related to the theatre part (see Question #18 in the Second Interview Summa y, Appendix 2, p11-12)

b) At the End of the Internship (May / June, 1994)

The following table presents the percentages of items in the different sections of the second survey that were rated four or above by students in the three years (see Surveys Summary II in Appendix 5):

	First Cohort (N=7)	Second Cohort (N=8)	Third Cohort (N=12)
internship & self-development	30%	30%	90%
internship & college	40%	58%	75%
intern & staff	50%	83%	17%
intern & other interns	83%	50%	83%
general evaluation	0%	72%	55%
Total	**30%**	**60%**	**65%**

The data indicate that program in the third year did very well in facilitating students' self development and college preparation. The percentages of items rated four or above in these two areas are 90% and 75% respectively. They represent significant improvement over the earlier years. Evaluation on "intern and other interns" was also favorable. 83% of the items in this section were rated four or above by the third cohort. However, interns' evaluation of the program staff seems to be problematic. Only 17% of items in "intern and staff" had a rating of four or above.

We also look at changes of rating within the third year (i.e. comparing the results of the first survey with the second survey). The percentages of item in the areas that show improved rating are listed below:

	Third Cohort (N=12)
internship & self-development	50%
internship & college	67%
intern & staff	83%
intern & other interns	67%
general evaluation	28%
Total	**52%**

We found obvious positive change at the end of the program in the areas of "intern and other interns" (83%), "intern and staff" (67%), and "intern and other interns" (67%).

Two aspects of the program deserve further examination. The first aspect is the relation between students and staff. Results in the second survey indicate that five out of six items about "intern and staff" have an improved rating. Students agreed particularly that the staff were more available to meet with them and gave more feedback to them regarding their performance (see Section C in the Surveys Summary III, Appendix 6, p3). Moreover, most of the students (83%) who responded to the third interview said that they had talked to the staff on an one-on-one basis and they felt comfortable talking to them (refer to Question #2 in the Third Interview Summary, Appendix 3, p1). However, the rating of staff by the third cohort in the second survey were still significantly lower than their ratings of the other aspects of the internship. 83% of the items related to staff were rated below four. When asked about what they did not like in the internship or what should be improved, students always mentioned better communication and more contact between themselves and the staff (see Question #9 and #11 in the Third Interview Summary, Appendix 3, p6). Although the relation between interns and staff had been improved, it was still a weak point in the third year.

College work, on the other hand, turned out to be a very successful experience for the third cohort. Items on "internship and college" were rated even more favorably in the second survey than in the first survey.

83% of the items indicate an improved rating. Third year students also gave more four or above rating to the college preparation of the program than students in the first and the second years. They agreed that the General College classes gave them an idea what college classes were like. Because of the college experience in this program, they had a better understanding and expectation of post-secondary education. They also felt more comfortable to meet the challenge of college and had a clearer idea of how to benefit from it (see Section B in the Surveys Summary III, Appendix 6, p2). Information gathered from the third interview also support the survey results. For example, when asked to rate the success of this internship as a college transition project (on a scale of one to five), 13 students (72%) gave a rating of four or better (see Question #7b in the Third Interview Summary, Appendix 3, p5). We also asked the students the most useful parts of the internship, 67% of their responses were college-related (refer to Question #8 in the Third Interview Summary, Appendix 3, p5).

The general evaluation of the program by the third cohort was mixed. On one hand, 15 students (83%) who participated in the third interview said they liked the activities they had done in the program. Eleven of them (61%) thought the program was well coordinated (see Question #6 in the Third Interview Summary, Appendix 3, p4). On the other hand, students who responded to the second survey gave the program a general rating of only 3.7, as compared to 4.1 in the first survey (see Section E, Item #18 in the Surveys Summary III, Appendix 6, p5). Moreover, students who did the second survey were less likely to admit that they had learned a lot from the program, or that they understood the privileges and responsibilities in the internship, or that the content of the program was interesting (see Section E, Items #1, #5, and #15 in the Surveys Summary III, Appendix 6, P4-5). Additional comments given by students in the third interview also contradict each other. We had students saying that the program was very organized and helpful. They were well-informed of what was going on. This program should be continued because a lot of student, especially those who were disadvantaged, could benefit from it. At the same time, there were also students who complained that the program, particularly the theatre work at Penumbra, was not coordinated well. Communication between interns and staff was seen to be lacking. Program like this was seen by some as not necessary because one could always take classes at the University (refer to Questions #6 and #23 in the Third Interview Summary, Appendix 3, p4 and p12).

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From the third cohort's evaluation, we can conclude that those aspects of the program that were successful in the first quarter continued to be successful throughout the year. Examples are college experience and the self development of interns. However, the problems of the program that were identified earlier did not seem to be significantly improved over time. For instance, most of the suggestions for change given by the students in the third interview were still directed toward the theatre work at Penumbra (see Question #11 in the Third Interview Summary, Appendix 3, p6-7). Communication and contact between staff and interns continued to be problematic.

College Aspirations

Educational aspirations of the third cohort are interpreted from: students' post-secondary plan, the fields/majors they wanted to study, their reasons for going to college, the first time they thought about college and the people who influenced their educational plan.

In the satisfaction survey, we asked the interns the levels of education they wanted to pursue (see Section G in the Surveys Summary I, Appendix 4 and Surveys Summary II, Appendix 5, p7). The results of both surveys indicate that students of the third year had lower educational aspiration than students of the previous years. For example, only 70% of the third cohort expressed a desire to obtain at least a four year college degree in the first survey (as compared to 81% of the second and 91% of the first cohort). In the second survey, the percentages of students who aimed at four year degree or higher were 100%, 88% and 67% for the three cohorts respectively. Another interesting observation is that as the internship progressed, more third year students (33%) became undecided about their educational plan. This did not happen in the first and the second years.

While there were five students (29%) in the first cohort who were still uncertain about their academic interest at the time of the first interview, all students in the second and the third cohorts had some idea of what they wanted to study (see Question #13 in the First Interview Summary, Appendix 1, p5). However, if we look at their responses carefully, we can see that some third year students did not have a clear and focused interest. For example, six (29%) of them mentioned more than four different subjects in which they wanted to major. The uncertainty about their educational plan and choice of major expressed by the third cohort is not a surprise if we realize that 52% of them were still high school juniors. To these students, post-secondary decisions may not be so imminent.

In the first and the third interviews, we asked the students their reasons for seeking higher education (refer to Question #10 in the First Interview Summary, Appendix 1, p3-4 and Question #14 in the Third Interview Summary, Appendix 3, p8). The three types of response they gave are: 1) better job / higher income, 2) learning and experience, and 3) personal growth. The following table illustrates how the emphasis of the third cohort changed over time:

Reasons for attending college:	**First Interview (N=21)**	**Second Interview (N=18)**
job / income	52%	30%
learning / experience	21%	40%
personal growth	17%	10%

At the time of the first interview, the most common reasons for the third cohort to go to college were to get better job and higher income. This type of reason represented 52% if their responses. However, by the end of the internship, their attitude changed. Most of them sought college education for the sake of learning. Knowledge and experience, which accounted for 40% of their responses, became the most frequently mentioned reasons. Although we cannot draw any premature conclusion, a meaningful and successful college experience they gained from this internship (as reflected from their evaluation of the program) may influence the way they perceive post-secondary education. Survey data reveal that this program helped the students understand the demand and expectation of college (see Section B in the Surveys Summary III, Appendix 6, p2). Once the uncertainty and fear of college were gone, students could start to appreciate the joy of learning instead of just focusing on the instrumental results of college (e.g. better job or higher income).

More than half of the students from the second (65%) and the third (67%) cohorts first thought about going to college when they were very young or before they were in their 9th grade. When we asked the interns who had the greatest influence on their plan to go to college, we discover two interesting trends. A three year comparison is summarized in the following table:

	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
parents	35%	59%	76%
myself	53%	41%	14%
relatives and friends	24%	12%	38%
others	12%	12%	14%

From the table, we can see that over the years, there is an increasing percentage of students who gave credits to their parents in helping them plan about college (The percentages increase from 35% in the first cohort to 59% in the second cohort and 76% in the third cohort). This trend seems to correlate with the increasing percentage of students over the years who had at least one parent with a four year college degree (see Question #32 in the First Interview Summary, Appendix 1, p12). Also, when asked about how these people supported or encouraged the interns (see Question #15 in the First Interview Summary, Appendix 1, p5-6), more students from the third cohort (38%) said they set an example by graduating from college themselves (only 23% of the first cohort and 35% of the second cohort said so). To conclude: the cohort with the highest number of college educated parents was more likely to mention the influence of the parents in their college plan and to admit the importance of the example their parents had set.

The second trend revealed from the above table is that over the years, less and less students emphasized the importance of themselves in their plan to go to college (The percentages drop from 53% in the first year to 41% in the second year to 14% in the third year). Each cohort did have their unique personality. Whether these different collective characteristics would affect the way students engage the program is something that needs further investigation.

College Understanding and Preparation

At the beginning of the internship, we asked each cohort how much time they spent/would spend on studying in high school/college (see Questions #22 and #23 in the First Interview Summary, Appendix 1, p9). Their responses are summarized in the following table:

Study hours in high school:	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
1 -- 5	41%	24%	19%
6 -- 10	6%	29%	14%
11 -- 15	12%	18%	33%
16 -- 20	18%	12%	14%
21 -- 25	12%	0%	10%
30 or more	0%	6%	5%
Don't know	12%	12%	5%

If we look at the mode (i.e. category with the highest frequency) in each cohort, we found that the third cohort spent more time studying when they were in high school than the other two cohorts. For instance, most of the third cohort (33%) studied eleven to 15 hours a week whereas most of the first cohort (41%) studied one to five hours and most of the second cohort (29%) studied six to ten hours. If we compare the numbers of students from each cohort who spent more than ten hours a week studying, we still conclude that the third cohort studied the most. 62% of the third cohort (as compared to 42% of the first cohort and 36% of the second cohort) studied for more than ten hours a week.

Interestingly, the cohort who studied the most in high school is not the cohort who expected to study a lot in college.

Study hours in college:	1st Cohort (N = 17)	2nd Cohort (N = 17)	3rd Cohort (N = 21)
6 -- 10	18%	12%	10%
11 -- 15	12%	12%	5%
16 -- 20	12%	24%	19%
21 -- 25	0	24%	5%
26 -- 30	6%	0	14%
30 or more	18%	12%	10%
unable to estimate	35%	18%	38%

The above table shows that more than one third of the first (35%) and the third (38%) cohort were unable to tell us how much time they needed to study in college. Most of the second cohort (72%), however, could give us an estimate. Besides, the second cohort expected to spend more time on studying than the other two cohorts when they went to college. 60% of the second cohort expected to study at least 15 hours a week (only 36% of the first cohort and 48% of the third cohort expected to study that much in college). To summarize: the third cohort in general studied harder in high school. But before they joined the program, they did not have a clear expectation of the amount of time they needed to put into studying in college nor were they prepared to devote more time to it.

Their understanding and preparation for post-secondary education, however, changed over time. In the first and the second surveys, students were asked to evaluate themselves in eleven items related to their readiness for college. The first two rows in the following table contain the numbers (percentages) of items that have a self-rating of four or above. The bottom indicate the numbers (percentages) of items which rating were improved in the second survey.

	First Cohort	Second Cohort	Third Cohort
First Survey	10 (91%)	7 (64%)	5 (45%)
Second Survey	6 (55%)	9 (82%)	7 (66%)
positive change over time	3 (27%)	5 (45%)	9 (82%)

We found some interesting trends from the above table. First of all, students in the third year evaluated themselves as the least prepared for college in the first survey. Only five items (45%) were rated four or above by the third cohort (as compared to 91% in the first cohort and 64% in the second cohort). Secondly, in both the second and the third years, the numbers of items that had four or above rating increased in the second survey. For example, the percentages increased from 64% to 82% in the second cohort, and from 45% to 66% in the second cohort. Thirdly, the third cohort showed the most significant improvement in self-rating over time. 82% of items related to interns' preparation for college were rated higher in the second survey by the third cohort. Areas that they saw important changes are: their ability to talk one-on-one to teachers, to ask questions or assert themselves, and get study and assignments done on time.

Students' understanding of the financial demand of post-secondary education also changed in a similar pattern over time. We asked students how much money college education would cost in every interview (see Question #20 in the First Interview Summary, Appendix 1, p8; Question #6 in the Second Interview Summary, Appendix 2, p6; and Question 3 11 in the Third Interview Summary, Appendix 3, p9). The following figures are the responses of the three cohort in the first interview:

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	First Cohort (N=17)	Second Cohort (N=17)	Third Cohort (N=21)
able to give an estimate	76%	65%	53%
unable to give estimate	23%	35%	48%

We found that at the beginning of the internship, the third cohort was the least informed about the financial demand of post-secondary education. 48% of them were unable to estimate how much money college would cost (only 23% of the first cohort and 35% of the second cohort could not estimate).

A closer look at the third cohort is presented below:

	First Interview (N=21)	Second Interview (N=17)	Third Interview (N=18)
able to estimate	52%	65%	72%
unable to estimate	48%	35%	28%

The percentages of student who were able to estimate the cost of college education increased steadily over time (from 52% in the first interview to 65% in the second to 72% in the third interview). These consistent positive changes represent an improvement over previous cohorts, data on which indicate that the program induced no or inconsistent change in students' understanding of the financial cost of post-secondary education.

Summary

Students recruited in the third year had some characteristics different from the previous cohorts. Their background might affect the performance of the program. For example, the third cohort was the youngest cohort. More than half of them were juniors at the time they joined the program. This means that some of them might not have given very serious thought about their post-secondary plan. The third cohort in general also had a lower g.p.a. All these might partially explain why they were less motivated and less prepared for college than the other cohorts.

Interestingly, the college part of the program turned out to be very successful for the students in the third year. Interns gave very positive evaluations to the college component of the internship. Indeed, college experience became the main reasons for their staying in the program. Over time, we also found consistent improvement in interns' understanding of and readiness for college.

In contrast, the impacts of the theatre components were minimized. Many students joined the program because of their interest in theatre. However, their focus shifted away gradually. A lot of the problems they saw with the program were related to the theatre work, e.g. insufficient meaningful work for them to do, lack of communication and organization at Penumbra, unclear expectation and delay of pay etc. While we saw other aspects of the program being improved (e.g. students' understanding of the financial demand of college), complaints about the theatre seem to repeat themselves every year.

II. REFLECTIONS FROM THE STAFF

At the conclusion of the program, we asked the staff to share their thoughts and experience. Six people responded to our interview. One worked in college while the other five handled the internship at the theatre. Three people we interviewed were in this program for three years since its beginning. One joined in for a year and a half. The remaining two worked in this program only for one year. We asked the staff to comment on these general aspects: 1) the effects of the program on the interns, 2) the problems they encountered, and 3) their suggestions to improve the program. Responses from the staff were aggregated in the following summary of staff perceptions.

Effects of the Program on the Students

The staff unanimously agreed that this program was beneficial to those students who were able to commit themselves. The program could help the students in many ways. First of all, the post-secondary classes allowed the students to experience college, understand the system and realize that higher education was a possible alternative for them. By joining the program, students also had people to talk to who had gone through college and were able to give educated advice to students regarding their post-secondary plan. Even if the students did not go to college, they knew what to expect and were better prepared when the right time came.

Secondly, working at the theatre was seen by the staff to help the students learn about work ethic and real work in a professional environment. They were expected to be serious, mature and responsible. The deadlines and scheduling in theatre productions were good training of their organizational skills and time management. Moreover, internship at Penumbra provided a good connection with professional theatre. It looked good on students' resume. For those who were interested to pursue an education or a career in theatre, such networking was invaluable.

This program also fostered interns' self-esteem. Many students tried and passed college classes. They helped to get things done in the theatre and saw that their efforts could make a difference. All these experiences gave the students a sense of achievement and self-confidence.

Finally, Penumbra Theatre and General College not only provided an intellectually stimulating environment for idea exchange, the staff were also the role models for the interns. From them, students learned how to use their race and cultural background in a creative and substantive way. This kind of modeling and cultural support to students could not be found many places.

Problems in the Program

According to the staff, a big limitation of the program was that the role of the theatre was undermined. Focus had been shifted away from the theatre internship to the college classes. It was partially due to a lack of sanction in the theatre, which held the students back. However, they saw the real problem was in the students themselves.

The staff realized that the interns, especially those who were seniors in high school, had a busy life to live. They had high school, graduation, job, family obligations, social life and personal problems to handle. The program always needed to compete for the time of its students. Compared to the other aspects of interns' life, the priority of this program was rather low. Thus, the staff was faced with a constant threat of losing the students. This problem was complicated by the fact that some interns had very low motivation. They were just not willing to do anything.

This program targeted at risk students. However, the staff found that the severely high risk students could not benefit from it. Many of these severely at risk students came from truly dysfunctional families. The problems they had were too overwhelming. They should seek professional help elsewhere because this program was not equipped to deal with them. On the other hand, the middle-ranged at risk students who were smart but did not do well in school were the ideal candidates. Mixing some low risk students with high risk students was also mutually beneficial. The program could refine the skills of the low risk students and the low risk students could increase the motivation level of the entire class.

Suggestions for Improvement

The staff identified four areas in the program that needed to be improved. First of all, many of them thought that the focus of the program should be shifted back to the theatre. Internship experience at Penumbra could be more substantive and significant. Students needed more creative opportunities and meaningful work to get involved and committed. Some staff members suggested giving college credits for the theatre internship.

Since the quality of students played an important role in the success of the program, more thought should be given to the recruitment process. The staff agreed that this program needed students who were motivated and willing to commit their time into the work. Students who had intrinsic interest in theatre were also desirable because they would do their part to keep the internship going.

Thirdly, there should be more connection and communication between Penumbra Theatre and General College. Staff from the two places could work together more closely than they did to tie the theatre work with the college classes. Last but not least, this program also needed explicit and effective rules to sanction students' behavior, e.g. attendance rules that specified how many times and under what circumstances students could miss their scheduled work.

III. FOLLOW UP ON SOME FIRST YEAR AND SECOND YEAR STUDENTS

During the third year, we managed to contact 13 students from the first two cohorts and followed up on their evaluation of the program. Among these 13 students, five were from the first year and six were from the second year. At the time of our follow up contact, six (46%) students were studying in four year college, two of them received four year scholarship. Three students (23%) went to two year college, and four (31%) were not in school for full time. So 69% of the students we talked to continued their education after high school,

As they looked back, nine students (69%) said this was a good program. Of the remaining four students, two liked some aspects of the program but were disappointed with the other aspects. One had not taken full advantage of the program, therefore, she could not comment. One said the program was a waste of time.

Ten students (77%) agreed that this program had prepared them for the academic demand of college education because the program gave people who did not think about going to college a chance to see what college was like and to understand how the system worked. In addition, this program also made the students realize that college was not a joke. The benefits of a clearer expectation and better understanding of post-secondary education were reflected in the grades of two students. One got a B and two As, another got a B and three As in their first quarter of college.

Five students (38%) felt that they were more socially prepared because of the program. The classes at the university and the internship at Penumbra allowed them to deal with different people and perspectives. One student said she learned a lot about human behavior from this program. Another student said this program exposed him to some good role models.

We cannot generalize from these 13 students. Sometimes, it was hard for them to articulate the impacts of this program on them or to imagine what would happen to them without the internship. Furthermore, programs like this may have delayed effects on their participants. What we can say is that students' overall impression of the program was still positive after a time lapse of one to two years.

APPENDIXES

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

THIRD CADRE
FIRST INTERVIEW SUMMARY

(APPENDIX 1)

Prepared By
Gladys Chan

DATE:
April, 1994

1. How did you find out about the Penumbra Theatre/General College internship?

Allison came to my high school	14
theatre teacher in my school	6
friends told me about it	3
friends were in the program last year	2
Rick came to my high school	1
my mother told me about it	1
newspaper	1

2. What are your reasons for joining the internship?

Theatre:	
get theatre experience and want to know about theatre	12
interested in Penumbra and want to work with it	5
like acting	3
Academic:	
college credits	6
want to take post-secondary classes	6
college experience and head start in college	5
like the classes this program offers (e.g. African-American Literature)	2
free classes	1
Others:	
good for my resume and future reference	4
so I can get out of school	3
getting paid	1
mother encourages me to join	1
like the culture aspect of the program	1
difficult to get in other post-secondary program due to insufficient grade point average	1

3. Was the internship program well-explained to you before it started?

Yes	16
Yes and No	5

If "Yes and No", can you tell me why?

"I still do not understand the internship part at the theatre."	2
"There are things I do not know about. I just learn as I go along."	1
"I learn about the program only from my mother. I did not interview with Vincent nor go to the orientation."	1
"I did not go to the orientation so I am not sure if I have missed out on anything."	1

4. What do you do in this internship?

able to mention classes at General College	17
mentioned classes when probed	4
able to mention internship work at Penumbra	16

mentioned internship work when probed	5
clear about the number of classes expected to take	9
clear about the number of productions expected to participate	7
clear about the number of hours involved per production	11

5. According to your current understanding, what is the meaning of this internship? What do you think this internship is trying to achieve?

College-related:

for college preparation and transition; to have a head start in college	12
get inner-city or minority students, who otherwise would not have a chance, to try college and connect to it	5
to get college credits	1

Theatre-related:

to learn about theatre, get hand on experience and know how it works	13
get young people help out with a theatre company	1

Others:

bring different cultures together and broaden our understanding of different cultures	4
learn about writing	3
let students experience the responsibilities of having a job	1
further your reference	1
show people that you can do something even though your grade point does not indicate that your are hard working	1
help students understand literature / writing and how they are connected to theatre work	1
let students learn about commitment	1
let people know about the U of M so they can refer people to go there	1
don't know	1

6. Prior to joining the internship, have you ever gone to the Penumbra Theatre? Y/N

have gone to Penumbra before	15
have never gone to Penumbra but have heard about it	5
have neither gone nor heard about Penumbra before	1

If yes, how often do you go there?/ How many times have you gone there?

once	2
2 --- 3 times	8
several times	2
a lot	3

What have you done in the past when you went to the Penumbra Theatre?

have seen plays	14
visiting friends / just hanging around	2
summer programs	1
usher	1
tour	1

7. **What do you know about the Penumbra Theatre? Do you know about any other services, classes or functions etc that Penumbra offers?**

it is the first / only / all black theatre in Minnesota	11
it produces a lot of good play	8
it is a cultural theatre, focuses on African-American perspective	7
I know people who work or act for Penumbra	4
workshops (e.g. acting, singing, dancing or writing)	4
it reaches out to and involves in the community a lot (e.g. people there go to high schools and help teenagers with their shows)	3
summer institute	3
there are good underpaid actors and great people working there	3
it is located in St. Paul inside the Martin Luther King Center	3
post-secondary classes	1
this internship	1
minority program (e.g. minority dance club)	1
each year, they pick one amateur writer/director and put their play on	1
it is directed by Lou Bellamy	1
it does play August Wilson	1

8. **How do you know about this information about the Penumbra?**

personally involved (e.g. went to plays, summer institute or just hanging around in Penumbra)	7
read about it (e.g. poster, brochure / pamphlet, newspaper)	7
friends who work/act there	6
interview with Vincent	6
people came to my class and talk about it	3
family (e.g. mother or sister who works / acts there)	3
word of mouth	1

9. (a) **What are the different kinds of school one can go to with a high school diploma?**
   (b) **What are the differences among the kinds of school you just mentioned?**

10. **What do you think are the important outcomes of higher education for you?**

more opportunities and better job	16
knowledge/education	9
better income	6
be a mature and complete person	3

to give back to society and teach others	2
getting a diploma	2
meeting people and/or making future connection	2
get a better sense of culture	1
to be more open-minded	1
learning discipline and how to run your life	1
meeting others' expectations and reaching your personal goals	1
developing critical thinking skills	1
high respect from others	1
looks good on your record	1
not sure. It depends on individual	1

11. **What kind of post-secondary school do you want to attend?**

4 year college / university	18
2 year technical school	2
music/performing art school	2

Is there a specific one you want to go?

Types of schools identified:

public colleges	9
black colleges	6
private colleges	5
performing art school	1

12. **Why do you want to go to college?**

career reason; to get a job I like	11
knowledge	7
want to succeed and become somebody	3
earn better income	2
get away from home	2
it is a growing experience; finding out about who you are and learning about responsibilities	2
to be challenged	2
to have a happy and safe life	1
to prove to others I can do things	1
get a degree	1
looks good on my record	1
do not want to stay in school for four years	1

(If a specific school is identified) Why do you want to go to (name of school)?
Why/How do you think college will help you achieve these goals?

friends/relatives go there or are there	8
(good) program in my areas	7
others (e.g. parents or friends) suggest / want me to	5
like it there (e.g. environment, weather or campus)	5
close to home	4
around with similar people	2
more personal and more attention	2
like to contribute what I learn to the people in that area	1

want to be on a big campus	1
it does not have discrimination	1
I do not know other choices	1

13. **What do you want to study?**

communication / law	1
acting / biology	1
acting / child psychiatry / computer / business / drama / law / physical therapy	1
theatre	1
theatre / film	1
theatre / English	1
Pediatrics / medicine / science / math / computer / writing	1
medicine / physics / chemistry / biology	1
child psychology / criminal justice / theatre	1
theatre / African-American studies / philosophy / French / English / psychology	1
writing / history	1
theatre / writing / acting / psychology	1
biological science / chemistry	1
art / theatre	1
English	1
computer science / law	1
psychology	1
law / acting	1
political science / journalism / advertising / law	1
genetic chemistry / biology / psychology	1
performing art	1

Does (name of the specific school) have the subject you want to study?

Yes	16
don't know / not sure	4
missing response	1

14. **When did you first think about going to college?**

since very young	8
10th to 12th grade	8
4th to 9th grade	6

15. (a) **Who has/have the greatest influence on your plan to go to college?**

parents	16
other family members	4
friends	4
teachers	3
myself	3

(b) How does/do the person(s) show support or encouragement?

emphasizing college and encouraging interns	12
setting example to the interns (e.g. themselves graduated from college)	8
providing financial help	1
helping me look for college information and get prepared	1
providing example of what a life is like without higher education	1
I want to prove to them that they are wrong, that I can do something	1

16. Have you taken any tests required for college admission (e.g. ACT or SAT)? Y/N

Yes	10
No	11

If yes, what tests have you taken and when did you take them?

Which tests?

PSAT	5
ACT	5
SAT	4

When did you take them?

October, 1993	4
sometime in 1992	3
June, 1993	2
May, 1993	1
summer of 1993	1

If no, do you plan to take them in the near future? Which tests?

Which tests?

SAT	11
ACT	5
PSAT	2
don't know	5

When will you take them?

October / November, 1993	4
January / February, 1994	3
spring of 1994	3
summer of 1994	1
don't know	10

17. Have you participated in any college preparation programs (e.g. Summer Institute, Upward Bound, Advanced Placement or post-secondary classes)? If yes, what are they?

Yes	13
No	8

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If "Yes", what are they?

IB Program (International Baccalaureate Program)	5
college prep classes	5
summer institutes	3
post-secondary classes	3
advanced placement	2
YELD Program	1
Black Achiever	1
Health Science Minority Program	1

18. (a) **What are the academic skills you think are important to success in higher education?**

writing	10
reading	7
language skills / communication	7
math	6
self-discipline (e.g. going to classes and do what you are supposed to do)	5
basic skills learned in high school (e.g. history, English psychology)	3
dedication / motivation	3
time management (e.g. setting priorities straight and meeting deadlines)	3
creativity	2
common sense	2
listening	2
understanding	2
thinking / analytical skills	2
able to do research and information	2
science	2
paying attention and staying focused	2
organization	1
patience	1
taking things in stride, not stressing out every littlt things	1
not to push yourself to do more than what you feel you can do	1
able to best use your ability	1
note taking	1
getting good grades	1
studying skills	1
self-confidence	1
computer skills	1
memory	1

(b) **Compare yourself to other students in your class, how academically prepared do you feel you are for higher education? do you feel that you are _________ prepared?**

much more	2
somewhat more	11
about the same	4
somewhat less	2
much less	1
more in some but less in other	1

19. (a) **What are the non-academic skills (or social skills, or personal characteristics) you think are important to success in higher education?**

communication skills	9
be outgoing and able to get along with others	7
be open-minded; able to deal with different ideas, cultures and people	5
well-mannered; able to say the appropriate things	5
able to say what you feel and speak your mind	4
self-discipline	3
be serious	2
responsibility	2
be friendly	2
time management; able to balance the social and academic demands	2
able to take criticism	2
writing	2
planning	1
be smart	1
understanding	1
dedication	1
respect others	1
self-confidence	1
independence	1
sense of humor	1
be optimistic	1
able to learn from past mistakes	1
have good characters	1
able to help others and ask for help	1
know the right people, join the right clubs and support the school teams	1
common sense	1
able to speak and interact in large groups	1

(b) **In regard to the non-academic skills you just mentioned, how prepared are you as compared to your classmates?**

much more prepared	8
somewhat prepared	8
about the same	2
somewhat less prepared	1
much less prepared	0
more prepared in some areas but less in others	2

20. **Do you know approximately how much money higher education will cost you?**

able to give a close estimate	8
able to give a very broad range of estimate	3
unable to estimate	10

21. **How do you plan to support your college education?**

family	19
job / work	15

scholarship	13
financial aid	8
grants	5
savings	4
student loans	3
work study	1
family support will not be available	2
will stay away from student loans or apply as last resort	3

22. **How many hours per week do you put into study now?**

1 --- 5	4
6 --- 10	3
11 --- 15	7
16 --- 20	3
21 --- 25	2
30+	1
unable to estimate	1

23. **How many hours per week do you expect to spend on studying in college?**

6 --- 10	2
11 --- 15	1
16 --- 20	4
21 --- 25	1
26 --- 30	3
30+	2
more than now but unable to estimate	8

24. **Besides school, do you currently have any other work or responsibilities that you have to do regularly?**

Yes	19
No	2

If "Yes", what responsibilities are they?

paid job	13
baby-sit	4
sports	2
student councils	2
theatre at school	2
house chores	2
volunteer work	1
church activities	1

25. **Do you see any connections between what you learn in the classroom and what you do outside-of-school?**

Yes	14
No	2
Yes & No	5

If "Yes", how?

school improves my communication skills	5
knowledge you learn in school gives you common sense	2
responsibility	2
work with people; social skills	2
writing; English	2
acting class makes me more culturally aware and watch people more carefully	1
organization and time management	1
discipline	1
it makes you a well-rounded person	1
literature teaches me how to interpret character	1
both school and outside-of-school are about learning and gaining experience	1
the TV production class helps my work in television studio	1
school reflects the real world	1

If "No", why?

in school, I only learn about grammar, science etc but outside-of-school, I learn how to survive	1
in school, we only learn to conform but we are not learning things that help us in our life	1

If "Yes & No", why?

I find some information / skills applicable to outside-of-school but not others	4
it depends on what you want to be	1
it depends on whether you want to make the connection	1

26. Is there anything about higher education that you are especially looking forward to?

independence; away from, make my own decisions, be myself	13
education / learning	5
college experience and college environment	5
meeting new and different people	5
meeting the challenge	3
living in dorm	2
getting the degree	2
better off in the future	2
freedom to choose classes and learn what I am interested in	2
excitement of new life and new experience	2
future job and career	2
responsibilities of an adult	2
the activities on campus	2
accomplish more in life	1
college classes	1
intellectual stimulation and discussion	1
people are more motivated	1
growing experience: learn about myself	1
finishing college	1
getting good grade	1
the fun: the parties	1
getting a movie contract	1

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27. Is there anything about higher education that you are not looking forward to, or anything that scares you?

the work (too much or too difficult)	10
money	5
campus being too large	3
everything is so different from high school	2
too many on campus	2
getting too frustrated and not able to finish it	2
away from home	2
getting messed up and not doing well	2
being alone and not knowing anyone	1
responsibilities	1
be a freshman all over again	1
going in the wrong direction	1
long class hour	1
professors are too old to teach well	1
professors do not know you	1
people involve in drug, alcohol and sex	1
nothing scares me; I am all ready for it	1
I am not looking to go to college	1

28. What do you feel will be your greatest challenge about college?

the hard work	5
staying focused	4
getting organized	3
getting the work done on time and do not procrastinate	3
keeping my grades up	3
properly manage time to balance the school work and other activities	2
be disciplined and responsible	2
going to classes	2
actually prepare and study for tests	2
staying in school and getting the degree	2
improving my studying skills	1
succeeding	1
learning everything I need to know	1
challenging myself to go beyond what I wish I would go	1
finding a major	1
being on my own	1
going to school with other black students will challenge me to do even better	1
learning to do other types of acting	1

29. Are you a senior now? Y/N

Junior	11
Senior	10

30. What is your current high school g.p.a.?

1.5 - 2.0	1
2.1 - 2.5	3
2.6 - 3.0	10
3.1 - 3.5	3
3.6 - 4.0	4

31. Do you live with either one of your parents? Y/N
Who do you live with now?

Father	3
Mother	8
Both parents at the same time	8
Father and mother alternatively	2

32. What is/are his/her/their educational level(s)?

Intern(s) living with father:

some college	1
2 year college grad	1
Master's or above	1

Intern(s) living with mother:

high school grad	1
some college	1
2 year college grad	1
4 year college grad	2
Master's or above	3

Intern(s) living with both parents at the same time:

(F) some college / (M) some college	2
(F) some college / (M) Master's or above	1
(F) Master's or above / (M) 2 year college grad	1
(F) Maser's or above / (M) some college	1
(F) 2 year college grad / (M) none	1
(F) 4 year college grad / (M) 4 year college grad	1
(F) 4 year college grad / (M) some college	1

Intern(s) living with father or mother alternatively:

(F) Master's or above / (M) Master's or above	1
(F) Master's or above / (M) 4 year college grad	1

33. What is your father's occupation? What are his major job responsibilities?
What is your mother's occupation? What is her major job responsibilities?
What is (the person you live with)'s occupation? What is his/her major job responsibilities?

Intern(s) living with father:

works in a paper shipping company	1
advertising photographer and commercial director	1
self-employed musician	1

Intern(s) living with mother:

lab technician	1
assistant to an assistant associate superintendent	1
anesthesia	1
runs a house cleaning service and a part-time waitress	1
runs her own business and daycare	1
telephone operator	1
high school teacher	1
works at post office	1

Intern(s) living with both parents at the same time:

(F) police officer / (M) self-employed desk top publisher and actor	1
(F) architect / (M) artist	1
(F) chemist / (M) customer support coordinator	1
(F) machinist / (M) works in a food product factory	1
(F) physician / (M) free lance writer for a local newspaper	1
(F) hiring manager / (M) interpreter	1
(F) investment broker / (M) director of a literacy program	1
(F) driving for hotel / (M) nurse	1

Intern(s) living with father or mother alternatively:

(F) judge / (M) writer for a magazine	1
(F) lawyer and businessman / (M) supervising other mangers in a governmental department	1

34. Compared to your friends and your classmates, how would you evaluate your family's financial condition? Do you think your family is financially__________ than others?

much worse off	0
worse off	3
about the same	7
better off	6
much better off	4
about the same with my classmate but much better off than my personal friends	1

35. How would you describe yourself ethnically?

African American	9
African descent	1
Caucasian	4
European	1
American Irish	1
Asian	1
African-American & American Indian mixed	1
African-American, American Indian, Hispanic & Caucasian mixed	1
African-American & Chicano mixed	1
Cannot say because I have a good relationship with different cultures	1

36. Sex

Male	4
Female	17

37. What is your age?

15	2
16	9
17	9
18	1

38. Do you have any additional comments or questions?

Reconstructed comments and questions:

I never thought interview was going to be so hard.	1
The only thing I have done is taking the classes. I have not started working on stage, but so far, it is a great program.	1
I like the program as it is. I heard that it may lose its funding next year. I can say it would be a big mistake because it would ruin a lot of opportunities for a lot of people.	1
The staff are supportive. They make thing easy and comfortable. There is also a bit of togetherness, you do not feel like you are all alone in it.	1
Who is going to get this information?	1
I just hope that the class will enrich my understanding of African American literature, and I hope that I can learn more about Penumbra. Basically, I hope I learn more about college classes and what I need to be prepared for. I am really excited about the program.	1
There is a lot of work and it is going quick.	1
It is a beautiful program. I am glad that they are giving high school students a chance to experience college regardless of their grade point average. There are other post secondary options but they only let people according to their grade point average.	1
I think the program is a really good experience for me. I plan to do it next year. I think more students, especially minority students, should get into this because a lot of times, in the inner city school, you have to push the kids to go ahead.	1
I love the program and I am glad I was chosen to be in it. I hope I will meet the expectations that are set out.	1
Is this program the last year? If I want to take it next year, would I have to pay?	1
No additional comments.	10

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

THIRD CADRE
SECOND INTERVIEW SUMMARY

(APPENDIX 2)

Prepared By
Gladys Chan

DATE:
July, 1994

1. **Are you satisfied with the kind of education you get from your high school? What are some of the things about high school that might restrain you from learning (or hinder you from moving forward, or hold you back from being yourself)?**

yes or overall yes	8
no	8
don't know	1

Comments from the students:

courses should be more relevant to the real world or our future career	4
teachers are not interested in teaching. They are not caring and they are too strict.	4
the curriculum does not hold my interest. I got bored and tired of high school.	4
the book and materials are old and out-dated	3
the school should offer more choices of interesting courses	3
we only learn about European American history. They do not teach enough about other cultures and history.	3
some students are not motivated to learn. They disturb the class and make it hard for us to concentrate.	2
the school never ask us what kind of education we want. They do not treat the root of the problems.	2
we need better counselors who know our interests.	2
the school is very restrictive to compensate for immature students. I do not learn as much as I could.	1
the school does not use the money for the things students need.	1
the outcome-based education used in my school is confusing.	1
things move too slowly so I cannot learn much.	1
I am treated like a child even though I am old enough to assume my own responsibilities and respect.	1
we need better equipment.	1
we need to have mandatory one-on-one sessions with our teachers.	1
we need more teachers so the classes are not so big.	1

2. **From your current understanding and experience, how is high school learning different from college learning? In terms of:**
   a) teachers' expectations and learning style

in college, you are on your own. Teachers do not follow up behind you. You need to take your responsibility, be self-motivated, disciplined and independent.	11
teachers in college treat you with respect. They treat you like an adult of the same level with them. So you feel more comfortable talking to them.	3
teachers in college expect more on you but teachers in high school do not expect much.	3
teachers in high school are more lenient, students are laid back and things are not as intense.	3
teachers in high school do not care about teaching or their students. They do not give positive feedback.	2
things taught in college are more interesting, more advanced	

and more challenging.	2
college teaches you the skills to go to the real world.	2
things taught in high school are not appealing so it is hard to pay attention.	1
teachers in college do not waste time. Everything they say are important and specific so you have to take huge amount of note.	1
in college, you learn through discussion and sharing of opinions, instead of going through worksheets and memorizing them.	1
you do not have much leeway in high school but things are more flexible in college.	1
in college, you have to really concentrate and work hard.	1
teachers in college work harder so they challenge the students to work harder.	1
college learning style are free and creative whereas in high school, things are repetitive.	1
in college, everybody are there to learn. In high school, people are of different levels so it is hard to concentrate.	1
in high school, teachers tell you what to do. In college, teachers explain to you why they want you to do something.	1
there is more personal relationship between teachers and students in high school. In college, classes are too big to allow that.	1
there is no difference between high school and college.	1

b) course requirements and assignments

there are more work (e.g. papers and assignments) in college.	9
work in college are more advanced, more difficult and more intense but it is also more interesting.	6
there are less but bigger assignments in college which require more thinking and efforts.	4
in high school, there are a lot of busy work like worksheets and quizzes.	3
in college, you take more responsibility in learning (e.g. there is no worksheets so you have to do your own reading summary).	2
in high school, you do not have to put so much efforts in your assignments.	1
in college, everyone set their own pace of learning.	1
high school and college are similar. You take required courses and do required work.	2
unable to comment	2

c) facilities and resources

college has more and better facilities and resources (e.g. more computers, bigger libraries, nicer classrooms, better resource centers and the professors and more accessible).	12
facilities in college (e.g. libraries) are a lot more complicated. It is hard to figure them out.	2
more freedom in college to use the facilities.	2
cannot comment because I have never used the college resources.	1

d) financial costs

college is more expensive. You pay for everything.	13
high school is cheap/free. Everything are paid for.	10
not sure. I did not have to pay for my college classes here or I only needed to pay for my ID. card here.	2
if a college wants you, financing is not that hard.	1
college should cost more because it applies directly to your career.	1

e) registration

registration is more complicated in college, more run-around.	5
in college, there are more classes and more requirements so it is harder to decide.	2
in college, they are quick in giving you your courses.	2
in high school, you choose your classes and usually you get them.	2
in high school, the registration process is slow.	1
in high school, a lot of people sign up for certain classes, so usually you do not get them.	1
in college, you always need to register early, get in line, and the classes you want are always filled because there are too many people.	1
you need to do your own registration in college. Nobody will do it for you.	1
in high school, no one will help you with your registration. In college, there are always people there to help.	1
you register early in college but in high school, you do it in the last minute.	1
in college, if you do not get certain required courses, you cannot graduate. In high school, you can always negotiate and figure out ways to get around.	1
you need high school transcript to register for college classes but you do not need to bring transcript for high school registration.	1
there is no difference between high school and college registration.	1
cannot comment because I do not have much experience.	1

f) classroom behavior and interaction

there are always behavioral problems in high school. Some students do not want to be there. They are rowdy and disturb the class so other students cannot concentrate and learn.	12
classroom behavior in college is more formal, polite and better mannered. Students raise their hand when they talk and they respect others' opinions. The class is very organized and quiet. Students pay attention.	9
college students are more mature.	4
college students are more serious about learning. They are self-motivated, interested and willing to give efforts.	4
in college, you are respected as adult.	2
college professors set aside time to meet with the students.	2
in high school, both the teachers and the students do not care about education.	2

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there are not much discussion between teachers and students in high school.	1
in high school, you are treated like a child and are expected to act like a child.	1
in college, you sit wherever you feel comfortable but the seats in high school are assigned.	1
there are more class participation in college because part of your grade is based on that.	1
peer pressure in high school can lead you involve in things which will get you into troubles.	1

g) campus life and social activities

there are more social groups and programs in college for all interests. So there are more places to hang out and more things to do.	6
I do not know about college social life yet.	4
I know everybody in high school.	3
there are not a lot of social activities in high school.	3
I cannot compare because I am not involved in either.	2
in college, no matter what you like, you can meet some people or groups who share the same interests.	2
people in college do not associate much. They are with themselves.	1
some people in college are racists. They are not used to be around with different races.	1
people in college are nice and open-minded.	1
people in high school are rude and they do not care about others.	1
people in high school are caught up with gossip.	1
in the last year of high school, people are more involved in social activities. But students who are in their last years of college are more involved in their school work.	1

3. **What are the different kind of post-secondary schools you know of? Can you tell me the differences between them?**

4. **Which post-secondary school(s) do you want to attend? Can you tell me why?**

Post-secondary options mentioned:

4 year college	12
2 year college with plan to transfer to 4 year college	2
liberal art college	1
do not plan to go to college	2

List of college mentioned:

University of Minnesota	4
Clark University	2
Howard University	2
Brown Institute	1
Hamline University	1
Hampton University	1
New York University	1

Northwestern University	1
Rutgers University	1
St. Catherine University	1
St. Cloud State University	1
Spellman University	1
Xaviar University	1
Yale University	1

Reasons quoted:

(For specific school)

I want to go to a liberal art college because I am into being creative and using my imagination and my hands.	1
I like the big campus and the atmosphere at the U of M.	1
Spellman is a black female college so I will be around with people who understand the things I go through and they do not have prejudice.	1
Howard University has a very good communication school but I need to go to Brown Institute to learn some technical skills that can help me find a job to support my college education.	1
I always want to go to the U of M but I do not want to stay there for the whole time.	1
The U of M is cheaper and I am familiar with the environment.	1
I want to go to the St. Cloud State because it is close to my house and I know friends there.	1

(For college in general)

college campus is bigger and there are a lot of things to do	2
I need to understand what I like and what I am good at	2
it is something I need to do because other people expect of me.	2
I want to go to graduate school.	1
4 year degree is better than a 2 year diploma.	1
I want to see the world in a different way.	1
I want to be on my own.	1
I want to go to any 2 year college, try to get good grades there and apply for colleges in another country.	1

5. **Have you applied for them? Which ones have you applied to? (If not, why haven't you applied? Do you plan to apply in the future? When? Which ones?)**

yes	5
no	12

Reasons for "no":

I am a junior. I will apply next year.	9
I will take one year off after high school so I will apply next year.	1
people say it is easier to apply when you are a senior.	1
I have not taken ACT yet.	1
I do not plan to go to college.	1
I plan to visit the schools before I apply.	1

6. **How much money will post-secondary education cost you?**

Able to give estimate?

yes	11
no	6

Among the "yes", are they certain about their estimate?

certain	6
uncertain	5

For examples:
"about $6000 to $12,000. I cannot even remember."
"somebody told me $20,000 but I do not know how true it is."
"maybe like $5,000 a year? $8,000? $9,000?"
"I do not know. It probably cost somewhere from $3,000 to $10,000 a year."
"maybe about $20,000 at the least."

7. **How do you plan to handle the financial demands of post-secondary? Have you applied for any financial help? If yes, what have you applied?**

support from family and relatives	10
scholarships	9
work	8
grants	5
financial aid	5
student loans	3
internship	2
savings	1
workstudy	1

Have you applied for financial help?

yes	2
no	15

Reasons for saying "no":

I am a junior but will do so next year or soon.	8
I do not know what to apply.	1
I do not plan to go to college.	1
I am taking a year off so I will apply later.	1
I need to do so soon.	1
I rely on my parents and work to support my education.	1
I am not eligible for financial aid.	1

8. **Are you currently working?**

yes	5
no	10
not right now but is on call	2

How many hours per week do you work?

10 or less	1
11 to 20	1
21 to 30	2
did not say	1

9. **On an average, how many hours per week do you spend on i) the class stuff**

3 to 6	5
7 to 10	8
11 to 14	1
15 to 18	3

ii) the internship?

3 to 6	6
7 to 10	2
11 to 14	2
15 hours altogether	1
cannot estimate	1
internship part had not started	5

10. **Is it more than what you expected?**

yes	3
no	14

Reasons for "yes":

I expected it would be something like high school.	1
it took up time.	1

Reasons for "no":

I expected more hours	3

Is it a problem for you to spend this additional time after school for the program?

yes	3
no	14

Reasons for "yes":

transportation took too much time.	2
when we had finals, it was a problem.	1

Is commuting a problem?

yes	12
no	5

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Reasons for "yes":

waiting and taking the bus in winter was unpleasant.	4
it was a problem if I could not get a ride and had to take the bus	2
the bus ride is inconvenient.	2
the bus ride costs money	1
parking is a problem and it costs.	1

11. Can you tell me what you have done or what you will do in i) the classes

writing (papers, journals)	14
reading	13
class/group discussion	11
research	5
watched movies	5
tests/quizzes	3
learned about computer and E-mail	2
made a video for class project	1

ii) the internship?

helped in production (e.g. painting, setting up prop and set, cleaning and building things)	8
ushering	7
internship had not started	5
clerical work (e.g. filing and organizing papers, folding letters and putting them in envelops)	2
watched the shows	2
tore the tickets	1
handed out pamphlets	1

12. How are theses different activities related/connected to each other?

able to see connection	4
unable to see connection	9
internship had not started	4

The connections they saw:

both the African-American literature class and the Penumbra have to do with the African-American culture.	2
both the African-American class and the theatre are about different people, different lifestyles and different ideas.	1
they let me learn about responsibility and gave me a lot of freedom.	1

For those who did not see a connection:

3 of them wondered why the program put the college classes and theatre internship together

4 of them said seeing no connection between theatre work and college classes did not bother them.

13. **What is the meaning of this program? (What do you think this program is trying to achieve?)**

Academic:

give high school students a chance to take college classes, experience college and prepare for the transition.	10
get the disadvantaged students going (some might get tired of school and plan to take years off, some lack the encouragement to go to college, some do not know the college atmosphere would be much better than that in high school).	6
let students learn about writing and reading	2
get college credits	1

Theatre-related:

learn the different aspects of a theatre and see how it runs	6
help Penumbra Theatre get volunteers	1

Personal:

give students experience in general	3
give students job experience	2
let high school students learn about responsibility	1
help students out with money	1
expose students to different cultures, expand their horizon so they will not be so narrow-minded	1
give them more freedom than regular life	1
let students learn from the people who have gone through the process (both in theatre and college classroom)	1

14. **So far, do you see the program as successful in achieving its meaning and goals? Why/Why not? Can you elaborate?**

yes	11
yes and no	4
I don't know	2

Comments from students who said "yes":

it is terrible that this program will not exist next year.	1
I have learned a lot from it.	1
we have a head start in college.	1
we have something to look up to.	1

Reasons for saying "yes and no":

the college part is successful but I have not experienced the theatre part yet (one student from this group said she had a good experience of college and really looking forward to it)	3
it could be more organized and things could be clearer.	1

Reason for "I don't Know":

most of the students in the program were already interested in attending college.	1
I do not really know the meaning of this program.	1

15. What do you expect to get out from this program personally?

Academic:

experience college life and college work.	8
improve my writing	3
earn high school and college credits	2
learn more about literature	1
learn better study skills	1

Theatre-related:

learn about the different aspects of a theatre and how it runs	7
work with Penumbra and learn more about it	4

Social:

meet different people	1
learn about African-American experience	1

Personal:

learn responsibility	2
learn self-discipline	1
learn about others' opinions on different subjects	1
job reference	1
job experience	1
different schedule and different experience from high school	1
have fun	1
being treated like a mature responsible person with respect	1

Other comment:

I do not have any expectations	2

16. Are you getting what you expect? If no, why not?

yes	12
yes and no	3
I don't know	2

Reason for "yes and no":

I have not interned much but I learned a lot from the classes	2
the theatre part was good but I did not get to write what I wanted in the classes.	1

Reason for "I don't know":

I did not expect anything	1
I did not know what I expected but I like the experience I got and the people I met.	1

17. What are things you like about this program?

Class-related:

I read and learned something I have never read and learned before.	9
college classes	6
meeting and learning with other high school and college students	4
learn about college and prepare for the transition	2
teachers get me back on track	1
free classes	1
getting college credits	1
nobody from my school go to the U, take classes and get good grades. I feel good about that.	1
showing other college students that we can be up with their level.	1

Theatre-related:

see the show and rehearsals	3
give me a paid job	2
learn more about theatre especially Penumbra	2
work closely with actors on the stage	1
get some hand on experience	1

Program in general:

I like the teachers and staff in the program	1
I like everything of it	1

18. What are the things you dislike about this program/

Class-related:

teachers should not tell other college students that we were in high school	1
limited choices of class	1

Theatre-related:

I want to do more in the theatre.	4
it was hard to work the internship around my schedule.	1
unable to get more hours at Penumbra and get paid for the extra hours.	1
long delay of the paycheck	1

Program in general:

no complaints about the program	5

transportation problem and inconvenient location.	3
lack of communication between students and staff (e.g. nobody called, did not get any information, did not know what was going on)	3
could be more organized and clearer	2
paying for the bus ride	1
I do not like certain people.	1

19. What changes do you like to see in this program? (What do you want to improve or modify?)

Class-related:

more class to choose from	3
bigger classes	1
offer African-American class during the day	1
more but shorter class sessions per week	1
not telling the class that we are high school students	1

Program in general:

no need to change	4
communication between students and staff need to be improved. There is not enough contact.	3
have not had any of the bi-weekly meeting we were told about	2
provide students with bus fare or bus card	2
have a staff directory listing who they are, their numbers so we know who to contact	1
have things more organized	1
tell us who our advisors are and who we can talk to	1
more getting together of interns and staff	1
more connection between the classes and the theatre internship	1

20. Does joining the program help you understand or clarify the academic demands of post-secondary education?
Can you tell me about some of the academic demands of post-secondary education?

yes	12
somewhat	3
no	2

If "yes", in what ways?

I know what it is like, what the teachers expect etc.	9
I learned the responsibility.	3
I learned that you have to learn on your own.	2
it is demanding and you have to be serious.	2
it made me want to learn.	2
you need to be focused.	1
I learned time management.	1
you have to be mature.	1
I learned to challenge myself.	1
college is more interesting than I thought.	1

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If "somewhat" or "no", why?

I cannot say right now. I only had limited experience so I did not get a complete picture.	3
General College classes are not common college classes. It is something between high school and college.	1
I took college classes so I already knew about them.	1

Academic demands mentioned:

writing	7
reading	6
English	3
listening	3
thinking and analytical skills	3
study skills	3
time management	3
group discussion	2
communication (e.g. able to ask questions and get ideas across)	2
organization	2
mathematics	2
social sciences	2
determination and will power	2
computer skills	1
stay focused	1
research skills	1
able to apply what you have learned	1
able to learn on your own	1
self-confidence	1
know how to get help	1
note taking	1
typing	1
desire to learn	1
able to take initiative	1
don't know	1

21. **Does joining the program help you understand or clarify the social demands of post-secondary education?**
Can you tell me about some of the social demands of post-secondary education?

yes	9
a little	2
no	5
don't know	1

If "yes", how?

we interact more in college class. There are more discussions about our work and opinions.	3
we have a head start in college environment	2
we learn to work and study in group	2
social life in college is more demanding because people have more time and freedom	1

interacting with both high school and college students allow me to have a more balanced perspective	1

If "no" or "don't know", why?

I did not have much chance to interact with other college students. We need to take more classes and live on campus to know.	3
I actually interact less in college because attendance is not required, so if you do not want to deal with other, you do not have to.	1
most people in the class are quiet	1
I did not learn it from this program	1

Social demands mentioned:

communications and able to hold conversation	6
not to be shy and quiet, able to ask questions and ask for help	5
be open-minded, respect others and their opinions	3
able to make friends so you can get help and will not feel lonely	3
listening	2
be assertive	2
able to work in group	2
reading and writing	1
patience/tolerance	1
able to deal with criticisms	1
responsibility	1
not socialize too much	1
time management	1
be a good speaker	1
be yourself and not to fall for peer pressure	1
motivation and able to stay focused	1
able to present yourself well	1
planning	1

22. **Can you tell me who have you worked with in this program?**

Linda	15
Allison	12
Vincent	9
Gladys	7
Lou	4
Kiyoko	4
Michael	3
Jeff	2
Terry	2
Marlene	2

other names mentioned: Strider, Omar, Jennifer, Maureen and Chris

23. **Did you have a chance to talk to these people you mentioned on an one-on-one basis? If yes, how often? If no, why?**

yes	15
no	2

If "no", why?:

they did not came to me and I did not have a chance	1
if I had the opportunity, I am sure I could	1

Names mentioned by students who said "yes":

Linda	9
Allison	4
Vincent	4
Lou, Marlene, Kiyoko, Terry, Gladys	1

How often?

frequently	5
several times	1
not often, only a couple of time	8

24. **Do the program staff know about your interests, goals, and/or plans? How did they know about these?**

yes	11
no	2
not sure / yea and no	4

Reasons for "no" and "not sure":

I did not tell them and they did not ask	2
they know one thing (e.g. my plan or interest), but not another	2
I probably told them but I cannot remember	1
it was not a big topic of our conversation	1

25. **Did the program staff talk about college or higher education with you?**

yes	10
no	6
cannot remember	1

Is the information they gave you about college helpful?

yes	7
no	3
cannot tell	3

Reasons for "no" and "cannot tell":

the meeting with staff is coming up	2
we had not had a full conversation about that yet	1
when they talked to me, I already finished my application	1
I knew it before this program	1
we did not talk about it very much	1

26. What kind of help or guidance do you want to get from the program staff?

more contact and communication between students and staff so they can hear from us and we can know what is coming up.	6
nothing (either they did not need help or they can what they want)	4
tell us more about college (e.g. registration, the different between General College and college)	3
more help on college and financial aid application	2
the staff being available if we have problems with the classes and the theatre work.	2
job recommendation	1
knowledge about African-American history	1
more experience with theatre production	1
information about alternative programs similar to this one, and other post-secondary options.	1
staff can care about us more and involve more personally.	1

27. Did you get what you just said from the program staff? If no, why?

yes	9
yes and no	4
no	2
unable to answer	2

Reasons for "yes and no":

they had helped me enough but it was still not getting anywhere	1
what I had gotten was sufficient but I would have preferred to speak to Allison more on a personal basis	1
last quarter I did not take, so I had to call the staff to keep things updated.	1
they should broaden the choice of class we can choose	1

Reasons for "no" and "unable to answer":

I did not expect anything.	2
I had not asked or talked to the staff.	2

28. What effect did this program have on you? (Do you notice any differences in your understanding of higher education, your perception of yourself and your potentials, or the way you relate to others etc.?)

a) your understanding of higher education

yes	8
no	9

If "yes", how?

I learned that college is a lot of hard work.	3
the program improved my writing.	3

I know what I should expect and what I am getting into.	2
I know what college classes are like.	2
college is better than I thought and I am looking forward to it.	2
financial demand of college is overwhelming.	1
I am aware of more African-American writers.	1
the classes broaden my vocabulary.	1

b) your perception of yourself and your potential

yes	13
no	4

If "yes", how?

the college experience (e.g. taking the college classes, passing them, writing a long paper) made me proud of myself.	3
it helped me grow. I became more mature and open-minded.	3
I learned to be alert and focused in college.	2
I became more motivated.	1
I became more confident. I feel comfortable and prepared to meet the challenge of college.	1
I learned about responsibility and how to work under pressure.	1
I realize that I am better than I thought.	1
this program opened up doors to me although I cannot specify.	1
this program helped me decide what I want after high school and realize that college is not for me.	1

c) the way you relate to others

yes	9
no	8

If "yes", how?

I feel more comfortable speaking up in the class, talking to other college students and expressing myself.	4
I learned how to talk to teachers.	1
I learned how to talk to other college students on an equal level.	1
I am more attentive to other and became a better listener.	1
I am more critical than I thought when reviewing others' papers because I want others to be critical of my writing.	1
I realize that I learn better in small groups and one-to-one setting.	1
most students in college respect each other.	1

29. Do you have any additional comments, questions or suggestions?

yes	5
no	12

Additional comments (reconstructed):

"Do I have to take class in the spring quarter?"
"I wonder about the choice of class for next quarter."

"I would like to continue this program but I am sorry I could not. For the little time I was there, I appreciated the experience a lot."

"I did not know you were a very interesting person. I am glad I got to meet you."

"Is this the last year? How many has this been going? If I wanted to take post-secondary, say with Penumbra, how would I do so?"

E1. What were your reasons for discontinuing the program or dropping parts of the program? (Which parts of the program did you drop?)

the program was getting very demanding. It interfered with my basketball practice and I needed time for my other classes.	1
I transferred to a private school which does not fund me.	1

E2. When did you decide to discontinue the program or drop parts of the program?

after the first quarter	1
at the 7th week in early November	1

E3. Did you make this decision on your own?

yes	1

Was there anyone who helped you with this decision?

my parents supported my decision	1

E4. Do you think you will miss out on anything by discontinuing the program or dropping parts of the program?

I would miss out on the responsibility part	1
I missed the theatre work	1

Are there anything you can/will do to replace the experience you miss out on?

I can take college prep classes and I am still in theatre.	1
I suppose I can take writing and theater classes in high school but I cannot replace the professional theatre experience.	1

E5. What is your plan after high school?

I want to go to college and than law school	1
I will go to college in this country, try to do well so I can get a scholarship to study aboard.	1

E6. What is your career goal? If you do not have a specific one, what kind of job do you like to do in the future?

corporate attorney or working for the FBI	1
writer or law	1

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

THIRD CADRE
THIRD INTERVIEW SUMMARY

(APPENDIX 3)

Prepared By
Gladys Chan

DATE:
July, 1994

1. **Can you name the staff you have worked or dealt with in this Penumbra Theatre / General College internship?**

Linda	11
Allison	10
Vincent	8
Kiyoko	8
Gladys	4
Strider	3
Marlene	3
Maureen	3
Lou	2
Jennifer	2
Michael	2

other names mentioned: Glenn, Jeff, Judy, June, Terry, Toya, and Satu

cannot remember	1
had not worked with anyone	1

2. **a). Among the people you have mentioned, have you talked to them an one-on-one basis?**

yes	15
no	2
yes and no	1

Reasons for "yes and no":

it were one-on-one but nothing personal

b). How comfortable do you feel talking to them?

positive response	15
response both positive and negative	1

Reason for both response positive and negative:

it was easy to talk about internship work because I did well. At school, they either told me I had to fix things up or I was failing the class.	1

c). What sort of things did you discuss when you met with them?

class work and progress in school	9
college and future plan	9
internship work (e.g. what will I do next ?)	7
choosing theatre for career	3
about the program in general	2
casual conversation	2
college preparation	1
the importance of continuing school	1
student evaluation interviews	1

d). Was the information they provided helpful to you?

yes	16

Additional comments from the students:

I really believe in what they said because they have been there and they gave me educated encouragement and ideas.	2
they told me a lot of alternatives I had not looked at	1

3. **What do you expect from this Penumbra Theatre / General College internship? (What are the things you want to learn, obtain or achieve?)**

get theatre experience, get to know Penumbra Theatre and do production work	16
take college classes, get college credits and experience	12
learn more about writing	3
get away from high school	1
get recommendations from college	1
job experience	1
learn responsibility	1
meet new people	1
learning experience and knowledge in general	1
feeling good about taking classes with college students and perform at their level	1

4. **Is the internship successful in meeting your expectations and needs?**

yes	9
yes and no	7
no	2

Reasons for "yes and no" and "no":

transportation was a big problems	2
we did not have enough time to get involved more	2
I could not work in the areas I wanted to	2
I did not get to intern as much as I wanted to	2
we should have the internship and the classes in the same area. Fortunately, we could at least pick our work hours and they always kept in contact with us.	1
they did not call to see why people were not going, nor did they do anything to get the people to come	1
in the writing class, the teacher gave us assignments and told us to write, but he was not really teaching us	1
the internship part was still disorganized. Communication between interns and staff always got messed up.	1
they could offer more classes	1

5. **a). What have you done this quarter in**

i). the classes

writing (papers and journals)	17
reading	11
discussion	9
movies	3
research	2
learn about computer and E-mail	2
analyses	1
tests	1
nothing because I did not take class in the spring quarter	1

ii). the internship

helped with the set (e.g. painting, cleaning, building things, moving things around etc.)	12
ushering	6
had not done anything yet	5
secretarial work (e.g. typing, filing, editing, putting together book covers etc.)	3
helped create visual board and sign	2
watched video	1
worked in the box office	1
helped actress with the lines	1
helped in the newsletter	1

b). On an average, how many hours per week do you spend on

i). the class

had not done anything this quarter	1
6 -- 10	11
11 -- 15	3
more than 16	1
cannot estimate	2

ii). the internship

had not done anything yet	5
1 -- 5	5
6 -- 10	5
35 to 40 altogether	2
could not estimate	1

c). Is it more or less than what you expected / what you wanted?

more then what I expected	5
less than what I expected	7
it was just what I expected	6

Additional comments from the students:

it was less because I did not make time for it	2
I had no expectation about the time involved	1

6. How do you like the activities you have done in the project?

I like it	15
it was both good and bad	2
missing response	1

Reasons for "good and bad":

the college classes made me make up my mind to go to college right after high school, but I did not like the internship work	1
the classes were OK but I had not done anything for the internship	1

Additional comments from the students:

sometimes I got bored	1
the class was hard but I had learning disability so I was not confident about it	1
the college classes were more laid back and easier. I actually had learned something.	1
if I could get the internship schedule ahead of time, it could be a lot better	1
I know what limits I could push myself to	1

Are they coordinated well?

yes	11
no	1
yes and no	2
don't know	3
missing response	1

Comments from students who said "yes":

they were good in getting out letters and informing you what was coming up	1
the program was really good, organized and helpful	1
it went right along with what the person was interested in	1

Reasons for saying "no", "yes and no", and "don't know":

it was not coordinated but we were informed about what was going on	1
it could be more coordinated	1
I had not done any theatre work to comment	1
the class was fine. The internship was not. If you started working they would call you and make sure you were doing OK, otherwise, you would never hear from them.	1
the class was coordinated well but the work at Penumbra was not. They did not communicate with you or among themselves.	1
the class was good. But we did not hear from Penumbra and were unclear about how we were getting paid.	1

Are the different activities related to each other?

The kinds of connection students saw between the college classes and the theatre work:

writing was the key underlying both	2
both stressed communication and how to express yourself	2
both opened up your eyes	1

7. a). **How does this project help in college transition and preparation?**

we took college class, got familiar with college system and tried out college life, so we know what to expect and what I need to compete / succeed in college	14
staff talked to us about college and / or helped us with the planning and application	11
the program got me motivated to go to college (reasons: I enjoyed the classes, they made me feel confident again, I learned that college is very different from high school and I like college better)	3
I learned about time management	2
I learned about responsibility	2
the program improved my writing	2
the program improved my study skills	1
the program got me out of high school and into the world	1
I participated more in group discussion and started to feel comfortable about it	1
the interviews asked questions I had never thought before so they helped me think seriously about what I am going to do after high school	1

b). **On the scale of 1 - 5 (with 1 as the least successful and 5 as the most successful), how would you rate the success of this internship as a college transition project?**

a rating of 3	5
a rating of 4	5
a rating of 4 to 5	6
a rating of 5	2

8. **Which parts of the internship are the most helpful and useful to you?**

the college classes	14
the internship experience at Penumbra	3
the writing	2
talking to the staff	2
the student interviews	1
the experience of going over to the U	1
I got to do something different from high school, something more interesting and enjoyable	1
it looks good on resume	1
getting paid	1

getting college credits	1

9. **Which parts of the internship are the least helpful and useful to you?**

there is nothing I do not like	11
communications among the staff and with interns	3
inconvenient location and transportation problems	2
I wish I could get more hours in theatre work	1
the internship at Penumbra	1
I did not get enough information / actual help in college and financial aid application	1
some workshops at Penumbra were just babbling, pointless and without structure	1
I did not see any meetings with the whole group as what they told us	1

10. a). **Do you think that the internship has changed since the last time we talked?**

yes	3
no	11
I don't know	3
missing response	1

b). **If "yes", how?**

as interns knew more about the program, they knew how to get away with things (e.g. not being so restricted by the requirements)	1
the program was more upbeat, more activities going on	1
I started working at Penumbra and things got better	1

If "No" and "I don't know", why?

I did not see any changes, things were the same	8
I had not been involved much	6

11. **What could be done so that the future interns can benefit more from this project?**

more contact and better communication with Penumbra Theatre	4
give students more to do at Penumbra, let them get more involved	3
have a counselor or someone to keep up with the students, talk to them once in a while, see how are doing and if they need help	3
recruit more students, advertise the program and more people know it is a good opportunity	3
more variety of classes	3
accommodate interns' schedule better or give them work schedule a couple of week in advance so they can plan	2
have meetings with staff and interns every now and than to connect us and talk about our experience	2
make things clearer so they know what to expect	2
option to take more than one college every quarter	1

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at Penumbra, they need to explain to the interns why they are doing the things they are given instead of just giving them the grunt work	1
instead of just let the interns experience college, give them actual help with college application too	1
keep the interviews so the staff can get feedback from us	1
more speakers	1
nothing need to be change	2

12. What will you be doing after high school?

Students with specific school in mind:

(CB)	University of Minnesota or Hamline University
(HD)	St. Cloud State University
(BR)	Louisiana State University
(MW)	New York University or Sarah Lawrence University
(TW)	Hamline University
(KY)	University of Minnesota

Students with plan to transfer:

(SB)	bartending school then University of Minnesota
(MC)	one year college for dyslexic student, then a four year college
(RC)	four year college but will first try a junior college or small state college to see if fit in
(JL)	Brown Institute for 18 months , then Howard University
(TM)	MCC for two years, then University of Minnesota
(CW)	beauty school for a year, then a four year college

Students with other plans:

(AC, JG)	four year college but not sure of which ones
(YG, DM)	take a year off and work, may / may not go back to school
(AS)	may go to four year college but not sure yet
(HK)	go to New Mexico, may get into a college there

13. What about the friends and the people you know, what will they do after they graduate from high school?

most of them are going to four year college	6
most of them are going to four year college, a few of them are going to two year (technical or community) school	5
most of them are going to four year college, some take time off	2
they either go to four year college or work	1
most of them are going to four year college, a few of them have not decided	1
some go to four year college, some go to two year college, some work	1
most of them are going to two year technical school, some do not want to go to college, they will work	2
some want to go to black college in the southern states,	

some want to go to community college, some want to go to military	1

14. **Why do you want to go for post-secondary / college education?**

learning and stimulation	9
better chance to get a good job	5
the kind of job I want require college education	4
new experience and different environment from high school	3
the independence, being on my own and away from home	2
be myself and figure out what I want to do	2
better living	1
be successful	1
it is a natural thing to do	1
mom expects me to	1
so I will feel good and feel smart	1

Reasons students not going to college:

I need to take time off because I need a break to get my thought together and see what I really want	1
I do not learn well in a structured environment. Formal education is not for me.	1

15. **What do you want to study?**

(MW, HD)	theatre
(BR, TM)	psychology
(CB)	psychology, genetic chemistry, interior decoration
(MC)	science, history
(AC)	psychology, music
(RC)	economics, business management
(JG)	journalism, advertising
(YG)	advertising
(HK)	theatre, writing, literature, philosophy. But I am not interested in choosing my major right now because I do not know what I really like
(JL)	communication
(DM)	business
(AC)	acting, Italian study
(TW)	business law
(CW)	business management, child care
(KY)	child psychology, criminal justice
(SB)	no idea yet

Is it for your career interest or for your personal development?

career interest	6
personal development	2
both career interest and personal development	6
some subjects are for career interest, some are for personal development	4

16. What do you want to do in the future with your major or with your post-secondary education?

(DM, CW)	set up my own business but not sure what kind
(HK, SB)	do not have concrete ideas yet
(CB)	psychiatrist, genetic engineer, interior decorator
(MC)	scientist, doctor or work in medical field
(AC)	singer. psychologist
(RC)	investment banker
(HD)	film director
(JG)	writer for newspapers and magazines
(YG)	work at advertising firm
(JL)	broadcast journalist, then a news anchor
(TM)	psychologist
(BR)	psychiatrist
(AS)	actor, translator, teach about Italian culture
(MW)	actor, writer, director, eventually get a Ph.D. and teach
(TW)	lawyer
(KY)	work in community and help improve it

17. How much money do you need to go to college?

Able to give estimate?

yes	13
no	5

Among the "yes", are they certain about their estimate?

yes	10
no	3

Examples for uncertain estimates:

"I think it is up to $12,000. It might not be that much. I cannot remember"	1
"...probably somewhere from $7,000 to $15,000"	1
"...probably over $40,000 for the whole four years. I am not sure though."	1

18. Where do you find the money?

family	10
scholarship	9
financial aid	7
work	7
grants	6
student loans	6
savings	2
work study	1

19. **If you were a mentor and you wanted to help a high school junior to prepare for college, what tips would you tell him or her? What skills would you encourage him / her to develop? (Probe: (a) academic skills, e.g. studying skills, (b) skills in non-academic areas, e.g. social skills or attitudes or personal characteristics that can help him / her to succeed?)**

work hard and get the best grade in high school, that increases your chance of going to good college and getting scholarship	7
start thinking, searching and applying for college early	5
have a head start, take college classes and programs that prepare you for college	4
take the tests early	3
take time to think about what you want	2
do something extra (e.g. extra-curricular activities) that make you looking outstanding	2
visit the schools	2
proper time management, study well but still have fun	1
think about how to pay for college and start to apply for financial help early	1
do what you feel is important to you, do not give in to others' pressure	1
be determined and serious about education, be mature	1
save money and learn how to budget them	1
do not do more than what you can handle, set goals and limits to yourself	1
stay in school	1
be prepared that college is a lot different from high school, more work and more studying	1
be sure you are up on your credits so you will not be so hard on yourself in the senior year	1
I don't know	1

Skills mentioned as important:

writing	9
communication	5
studying skills	4
getting along with others, be tolerant	3
time management	2
discipline	2
concentration and staying focused	2
math	2
attend classes and do as much as you can in high school	2
reading	1
science	1
learning a different language	1
computer / typing	1
note taking	1
listening	1
keep hobbies / fun in life, be creative	1
understand yourself and do what you feel is important	1
organization	1

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20. What are some of the aspects of college you think you will like?

the freedom and independence, being on my own and away from home	9
education and learning, get to choose what I want to learn	7
flexibility (e.g. you can schedule your own class time, go to different buildings for different classes)	6
being around with different people and the socializing	5
professors are not so strict, they do not push you and classes are more laid back	3
responsible for myself and my homework	2
small classes and accessible teachers	2
you learn about yourself (e.g. how to motivate yourself and how far you can push yourself)	1
resources	1
new environment and new classes	1

21. What are some of the aspects of college you think you will not like?

there is nothing that I do not like	4
the cost	3
professors not being accessible and they do not care	3
hours of hard work and exams	3
big campus, bid classes and you are just a number	3
time management and self-discipline	2
not knowing anyone and feeling lonely	2
being on my own and the independence	2
cannot do well, cannot succeed	1
boring teachers	1
the formal structure (e.g. sitting in the classroom and take note)	1
a lot of physical and psychological change, and have to move all the time	1

22. According to your opinion, what should college education emphasize?

learning: students would have a chance to learn everything in their field	5
prepare you to deal with the outside and succeed in career	3
English and proper communication skills	3
personal development (e.g. maturity, self-confidence and motivation)	2
it is difficult to say: it depends on individual needs and the field the person want to get into	2
learning about different culture	1
arts should be taken more seriously	1
social skills, how to get along with others	1
more open and responsive to students' needs	1
expand the basic knowledge we learn in high school to a higher level	1
emphasize the fact that it is the real world and it is not easy so the students should take it seriously	1
college is serious but students should maintain a balanced life and not over-stressed	1

provide a flexible curriculum so students can take classes they are interested in apart from their majors	1
provide both knowledge and an opportunity to apply it in real life (e.g. through international student exchange)	1

23. Do you have any additional suggestions, comments or questions you want to add?

yes	9
no	9

Additional comments:

they should have more mentors	1
have an office in high school so students can learn about this program in school	1
they should advertise this program to more students	1
keep more contact with interns, tell them when the meetings at Penumbra are	1
I just hope they continue this program. I think a lot of people can benefit from it especially those who have no money or cannot take post-secondary for whatever reasons	1
I liked being in the program. The classes were at a bad time. I was not prepared and did not know what to expect. But I would enjoy working at Penumbra.	1
maybe if the teachers knew that we were high school students, they could give us a little extra help. A lot of us had no idea what college class was like.	1
everything was great. I liked it.	1
will we still have the opportunity to take classes next year? Are we going to have more meetings?	1

Would you recommend this program to others?

yes	7
no	1

Reasons for "no":

I did not had a good experience with the Penumbra part. If you are in high school, you can always take classes at the U. You do not have to do it through Penumbra.	1

If "yes", who would you recommend this program to?

everyone can benefit from it	3
people who are interested in theatre or arts	3
people who need self-discipline and responsibility	1
people who are determined and dedicated	1

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SURVEYS SUMMARY I: COMPARISON OF THE THREE COHORTS IN THE FIRST SURVEY

(APPENDIX 4)

Prepared By
Gladys Chan

DATE:
March, 1994

FIPSE Project, First Survey
Comparison Between The Three Cohorts

1_____2_____3_____4_____5
strongly disagree — strongly agree

		First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
(A).	Internship & Self-development			
1,	The internship helps me understand myself (e.g. goals, potential, aspirations) better	2.8	3.5	3.9
2.	In this internship, I understand more about the importance of:			
	i). responsibility		4.3	4.7
	ii). self discipline		3.9	4.7
	iii). promptness		3.4	4.4
3.	The internship experiences improve my skills in:			
	i). expressing myself		3.5	3.9
	ii). concentration		3.1	3.6
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways		4.3	4.1
5.	I am treated respectfully by the adults and other interns in the internship		4.9	4.4
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded		4.0	4.3
7.	I have learned more about team work and how to cooperate with different people		3.3	3.6

a) # of item rated 3 or higher:
-- 2nd Cohort: 10 out of 10 (100%)
-- 3rd Cohort: 10 out of 10 (100%)

b) # of item rated 4 or higher:
-- 2nd Cohort: 4 out of 10 (40%)
-- 3rd Cohort: 6 out of 10 (60%)

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(B).	Internship & College	First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
1.	This GC class gives me an idea what college classes are like	2.5	4.3	4.3
2a.	The classes I am taking in this internship improve my academic skills	2.2		
2b.	This class I am taking in this internship improves my:			
	i). reading skills		2.9	3.7
	ii). writing skills		3.5	3.8
	iii). thinking/analytical skills		4.3	4.2
	(Average of i, ii, & iii)		3.6	3.9
3.	I participated actively in the classes	4.2	4.2	4.3
4.	I was prepared for the classes	4.3	3.6	3.6
5.	I turned in the assignments on time	3.5	3.6	3.4
6.	I have a better understanding and expectation of post-secondary education because of the internship	2.6	3.9	3.9
7.	I feel more comfortable taking on the academic challenge of college because of the internship	2.9	4.0	3.9
8.	I have a better idea how I can benefit from post-secondary education because of the internship	2.8	3.8	3.9
9.	I attended the (a), (b) & (c) regularly this quarter:			
	a) internship at Penumbra		3.5	3.0
	b) bi-weekly meetings at Penumbra		2.6	1.4
	c) the GC class		4.6	4.7

a) # of item rated 3 or higher :	**b) # of item rated 4 or higher:**
-- 1st Cohort: 3 out of 8 (36%)	**-- 1st Cohort: 2 out of 8 (25%)**
-- 2nd Cohort: 12 out of 14 (86%)	**-- 2nd Cohort: 5 out of 14 (36%)**
-- 3rd Cohort: 13 out of 14 (93%)	**-- 3rd Cohort: 4 out of 14 (29%)**

(C).	Self & Staff	First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
1.	I feel comfortable with the staff	3.6	4.9	4.1
2.	It is easy for me to talk with the internship staff when I have questions or concerns	4.0	4.2	3.7
3.	I feel that the staff are trying to develop rapport with me and care about me	3.4	4.5	3.6
4.	The staff get me involved and interested in learning	3.5	3.9	3.5
5.	The staff are usually available when I need to meet with them	3.6	4.2	3.1
6.	I get enough feedback from the staff about my performance	3.1	4.0	3.1

a) # of item rated 3 or higher:	**b) # of item rated 4 or higher:**
-- 1st Cohort: 6 out of 6 (100%)	**-- 1st Cohort: 1 out of 6 (17%)**
-- 2nd Cohort: 6 out of 6 (100%)	**-- 2nd Cohort: 5 out of 6 (83%)**
-- 3rd Cohort: 6 out of 6 (100%)	**--3rd Cohort: 1 out of 6 (17%)**

(D).	Self & Other Interns			
1.	I feel comfortable with other interns	4.1	4.3	4.4
2.	I make friends with other interns	4.2	3.8	4.3
3.	I learn from other interns	4.1	3.4	3.8
4.	Other interns make interesting contributions to discussions	4.0	4.6	3.9
5.	Other interns are productive and cooperative in group work	3.7	4.6	4.0
6.	I enjoy learning with other interns	4.0	4.4	4.1

a) # of item rated 3 or higher:	**b) # of item rated 4 or higher:**
-- 1st Cohort: 6 out of 6 (100%)	**-- 1st Cohort: 5 out of 6 (83%)**
-- 2nd Cohort: 6 out of 6 (100%)	**-- 2nd Cohort: 4 out of 6 (67%)**
-- 3rd Cohort: 6 out of 6 (100%)	**-- 3rd Cohort: 4 out of 6 (67%)**

Srvy1: Comp F1, F2 & F3

(E).	General Evaluation	First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
1.	I understand my privileges and responsibilities in this internship	3.9	4.4	4.8
2.	This internship is pretty much what I expected it to be	2.1	2.6	3.7
3.	The expectations of staff are reasonable	3.6	4.4	4.0
4.	The requirements of interns are reasonable	3.5	4.5	4.4
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	1.5	4.4	3.6
6.	What I have learned from the different parts of the internship are related to and support each other	2.1	3.8	3.9
7.	The content of this internship is interesting	2.7	4.5	4.3
8.	The assignments and work of this internship are challenging	2.6	4.4	4.3
9.	The information presented (by staff, speakers, instructors etc.) are useful and stimulating	4.2	3.9	3.9
10.	The internship improves my social interpersonal skills	3.4	3.5	3.8
11.	I feel included and supported in classes and theatre work	3.7	4.1	3.7
12.	What I have learned in the internship helps me in my school work	2.8	3.1	3.6
13.	What I have learned in the internship helps me in my outside-of-school work	2.5	3.8	4.2

		First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
14.	I am motivated to learn and do well in this internship	3.7	4.1	4.3
15.	I have learned a lot from this internship	3.1	4.1	4.1
16.	I am glad that I have joined this internship	3.5	4.5	4.6
17.	I would recommend this internship to others	3.3	4.7	4.5
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	3.0	4.4	4.1

---

a) # of item rated 3 or higher:	b) # of item rated 4 or higher:
-- 1st Cohort: 11out of 18 (61%)	-- 1st Cohort: 1 out of 18 (6%)
-- 2nd Cohort: 17 out of 18 (94%)	-- 2nd Cohort: 12 out of 18 (67%)
-- 3rd Cohort: 18 out of 18 (100%)	-- 3rd Cohort: 11 out of 18 (61%)

(F). College Preparation

1______2______3______4______5
unsatisfactory very satisfactory

		First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N-20)
1.	To read college level books	4.1	4.4	4.0
2.	To write college level papers	3.8	3.6	3.7
3.	To contribute to small group discussion	4.5	4.3	4.2
4.	To plan study time, get assignments in on time	4.3	3.2	3.2
5.	To select courses to meet an educational plan	4.2	4.3	3.9

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		First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
6.	To talk one-on-one to teachers and staff	4.5	4.1	3.3
7.	To find friends and feel comfortable socially in college campus	4.5	4.2	4.0
8.	To live on my own, away from home	4.2	4.0	4.3
9.	To assert myself, ask questions	4.3	4.4	4.1
10.	To deal with university system like registration, financial aid etc.	4.0	3.9	3.7
11.	To properly manage time in order to balance the social and academic demands of college	4.1	3.6	3.3

---

a) # of item rated 3 or higher:	b) # of item rated 4 or higher:
-- 1st Cohort: 11 out of 11 (100%)	-- 1st Cohort: 10 out of 11 (91%)
-- 2nd Cohort: 11 out of 11 (100%)	-- 2nd Cohort: 7 out of 11 (64%)
-- 3rd Cohort: 11 out of 11 (100%)	-- 3rd Cohort: 5 out of 11 (45%)

(G). Educational Aspirations

--What level of education do you want to obtain? (First Cohort)
--Realistically, when all things are considered, what level of education will you probably end up with? (Second Cohort)
(The numbers below indicate the frequencies of each response)

	First Cohort (N = 11)	Second Cohort (N = 11)	Third Cohort (N=20)
High school	1 (9%)	0 (0%)	2 (10%)
Post-secondary technical/ vocational training or 2 year college	0 (0%)	1 (9%)	3 (15%)
4 year college	0 (0%)	4 (36%)	6 (30%)
graduate degrees (e.g. master and Ph.D)	10 (91%)	5 (45%)	8 (40%)
Don't know	0 (0%)	1 (9%)	1 (5%)
Total:	11 (100%)	11 (100%)	20 (100%)

FIRST COHORT
SATISFACTION SURVEY #1

The responses to the five open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

10. **What are your most favorite parts in this internship?**
   --acting class (7)
   --speakers (3)
   --meeting new people (2)
   --actual internship work (1)
   --missing (1)

11. **What are your least favorite parts of this internship?**
   --the organizational and disciplinary problems in the creative problem solving class (4)
   --the organizational problems of the internship work (3)
   --the organizational problems in general (1)
   --sitting through the boring bureaucracy stuff (1)
   --three days a week was too much (1)
   --missing (1)

12. **Can you name one or two aspects of the internship which you think should be improved?**
   --more organization in the internship and the class (6)
   --should have classes on university campus with other college students (2)
   --pamphlet (2)
   --level of commitment of the students (1)
   --focus on theatre instead of racial issues/debates (1)
   requirements/expectations/commitment should be clarified and emphasized before interns decide to commit (1)
   --missing (1)

13. **According to your current experience, what kind of students would benefit most from this internship?**
   --students with nothing to do (1)
   --juniors in high school (1)
   committed students who have a will to learn and are open-mined (1)
   --any student who has interest to go to college or theatre (1)

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--students intending to attend GC and those whose only contact with college would be this program (1)
--students who like acting (1)
--I think all students would benefit (1)
--don't know (2)
--missing (2)

18. Do you have any additional comments?

--it should be open to any students but they should be able to be asked to leave (1)
--the program has great possibilities but it needs to be looked at carefully. It should be advertised more (1)
--I learned the most from the other students. This internship offers an intimate integration of different people with different backgrounds (race, inner-city/suburban etc.). I'm very grateful for that. (1)
--no additional comments (3)
--missing (5)

SECOND COHORT
SATISFACTION SURVEY #1

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
   --"getting together in a smaller group or class helped me out cause there was more of a focus on me as an individual I felt from the teachers. The discussion time periods we had were helpful"
   --"To me, the most important part is working in the theatre. That's what excites me."
   --"The class discussions."
   --"My instructor is Hack. Allison's is very open and very friendly. I've found that our staff is very helpful."
   --"The combination of Art, Academia and Real life. It's a hard core combo."
   --"You get paid and you get to read some good books."
   --"Classes and job at the theatre."
   --"When we watched movies."
   --"The people, the staff and Penumbra the made this all possible for minorities to get involved in."
   --"internship"
   --"classes"

7. **What is/are the least positive part(s) of this program?**
   --"The least productive part of this program is the college prep meetings with college reps and all that. I know where I want to go to school and how to get there, so, the information given is a little monotonous for me. But, I'm sure it is beneficial for other students."
   --"papers"
   --"That I don't start theatre work until May. The transportation is difficult for me sometimes because of my early class."
   --"Keeping up with the work."
   --"The people (interns) in it."
   --"All the journal writing."
   --"The meetings are too early in the day."
   -"classes"
   --"none" (2)
   --response missing (1)

8. Can you name one or two aspects of the program which you think should be improved?

--"I haven't experienced any aspects of the program besides Allison's class, and that's great."

--"The Tuesday's meetings."

--"Don't know yet."

--"Work schedule. The reinforcement on participation be more stern."

--"Individual class requirements not have to be in GC."

--"none" (2)

--response missing (4)

12. Do you have any additional comments?

--"I think this is a very good program that provide me with a lot of insights on literature and about college."

--"I think the program is really helpful to the students and should be given further support."

--"Was fun. See you next semester. Thanks!"

--"I think the program is a worthwhile learning experience."

--"I would like to say to Allison that you are doing a good job teaching, and thank you for staying on my back about my work. I will try to do better, and take to my teachers when I have problems with work."

--"I really enjoyed Penumbra and learned a lot in African literature. Allison is one of the best teachers I ever had. Don't want to leave that class. Penumbra really help my train of thoughts to improve, and I want to be in theatre more than ever. So stay strong with the program."

--no additional comments (4)

--response missing (1)

THIRD COHORT
SATISFACTION SURVEY #1

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
   - -"the classes and the interaction with other interns"
   - -"That is a big step from high school. More is expected from you. You also get the opportunity to go things that regular high school students do not have the chance of doing. You are treated more liked a 'young adult' rather than an 'old child'. You get more responsibilities. I personally have learned some new tactics in learning."
   - -"being in class at the U of M"
   - -"the African-American Literature class and the discussions we have in the class"
   - -"learning the responsibilities of being an actual college student and being in that type of environment"
   - -"You feel like you are smart and you feel like if someone in college can do it than you can do it."
   - -"I think getting a chance to work with a professional theatre company is a very positive part for me."
   - -"You get to do something that you enjoy, get paid and make college credits by taking the post-secondary classes."
   - -"Although I only attended the classes, of which I could not finished due to personal circumstances that came up, I enjoyed experiencing an actual college course. It was only once a week, thus the responsibility was primarily on the part of the student. You were treated with respect as an adult. And the class I had taken in particular is so different than what I used to that I benefited from the experience."
   - -"My motivation is enhanced. Working with other improves my ability of self control."
   - -"The class, in all ways. The instruction is effective, the literature is interesting and stimulating, and the time period is easy."
   - -"The staff is friendly."
   - -"Allison is a very great person and gives a lot of help when you need it."
   - -"It is fun and you learn a lot."

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--"I get to experience college. I do not plan on going to college after high school, so at least this way I get an idea."
--"I enjoyed the involvement in setting up and helping with the production at Penumbra. The African American Literature I am taking is opening my mind to many aspects of African American culture. I look forward to the class especially because of the teacher."
--"The books chosen for the African American class."
--"I do not know because my class starts on January 3."
--"Getting the college experience."
--"I learned a lot of useful skills in the internship and college classes. They both affect my education."

7. **What is/are the least positive part(s) of this program?**
--"transportation"
--"The time of class is a conflict to my schedule. The subject we are working on and have been working on since day 1 tends to get boring after a while."
--"not having time at the theatre"
--"The location, also, the work is demanding."
--"I have to say this: I feel that the theatre is very disorganized as far as establishing times for the interns to work."
--"I do not feel that I participated enough in Penumbra and I only took seven out of ten weeks of class, so I really cannot rightfully say."
--"Staff attitudes against students, needs more positive input and respect towards class."
--"The work is still too much for me but that is reality."
--"The class is not more than one day a week."
--"I like more class time."
--"I do not know very much about the program because I really have not started."
--"There are not that many. I look at this program as more of an opportunity and I cannot see many bad points. I would like to be able to participate in more than two plays but I understand the situation."
--"The adjustment to the college experience."
--"There just seems to be something hollow in the program that made it dull, maybe the motivation."
--"I do not know because my class starts on January 3."
--"Nothing!" (3)
--response missing (2)

8. **Can you name one or two aspects of the program which you think should be improved?**
   --"interns need to be paid weekly"
   --"They should provide bus card for the interns because I do not drive and this back-and-forth is financially hurting me."
   --"able to have someone you can talk to and more time to work at the theatre"
   --"planning time for the internship and giving students a better idea of what to expect/prepare for"
   --"I think communication between the theatre and the interns would be an area that needs improvement."
   --"more information before you start the program and when you begin the program"
   --"Perhaps the communication between the directors and the students."
   --"The communication between students and Penumbra is very bad!"
   --"One thing is that when I worked I thought I was supposed to get paid weekly, and it took a month and a half and still no one got in contact with me about what was going on, and I could not get in contact with anyone and I was really disappointed."
   --"I would like a better description of what one does at the theatre because I do not have a clear understanding."
   --"Getting people know how things are going to be so they will not wake up into shock."
   --"Honestly, no. I did not have enough experience."
   --"I do not know yet."
   --"Nothing! I love this program."
   --"Nothing!" (4)
   --response missing (2)

12. **Do you have any additional comments?**
   --"I think this survey is a good idea to find out how you yourself are doing and functioning in the program."
   --"Thank you!"
   --"This program has shown me how to prepare for college classes and how prepared I am."
   --"I could not really say much about the program since I just started and I have not started any classes yet."
   --"I think that the problems and solutions should be taken into consideration such as teacher lack of explanation of assignments. Other than that I think it is a very good

program for students who want an advance in life for higher education."

--"Getting my assignments done became a problem. We need to be aware of facilities to type papers, study areas and tutors, someone or an advisor whom we can get a hold of."

--"Some of the questions I found difficult to answer because I have not done anything at the theatre yet.'

--"No " (5)

--response missing (8)

FIPSE PROJECT: "ARTS INTERNSHIPS AS TRANSITION"

SURVEYS SUMMARY II: COMPARISON OF THE THREE COHORTS IN THE SECOND SURVEY

(APPENDIX 5)

Prepared By
Gladys Chan

DATE:
August, 1994

Srvy2: Comp F1. F2 & F3

FIPSE Project, SecondSurvey
Comparison Between The Three Cohorts

1______2______3______4______5
strongly disagree — strongly agree

(A).	Internship & Self-development	First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
1,	The internship helps me understand myself (e.g. goals, potential, aspirations) better	3.5	3.0	3.9
2.	In this internship, I understand more about the importance of:			
	i). responsibility	3.8	3.6	4.6
	ii). self discipline	3.8	4.4	4.6
	iii). promptness	3.8	3.8	4.7
3.	The internship experiences improve my skills in:			
	i). expressing myself	3.7	3.4	4.0
	ii). concentration	3.7	2.9	4.1
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways	3.7	4.3	4.2
5.	I am treated respectfully by the adults and other interns in the internship	4.0	5.0	4.0
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded	4.3	3.8	4.3
7.	I have learned more about team work and how to cooperate with different people	4.2	3.5	4.0

a) # of items rated 3 or higher:
--1st Cohort: 10 out of 10 (100%)
-- 2nd Cohort: 9 out of 10 (90%)
-- 3rd Cohort: 10 out of 10 (100%)

b) # of items rated 4 or higher:
-- 1st Cohort: 3 out of 10 (30%)
-- 2nd Cohort: 3 out of 10 (30%)
-- 3rd Cohort: 9out of 10 (90%)

(B).	Internship & College	First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
1.	This GC class gives me an idea what college classes are like	4.0	4.7	4.7
2.	This class I am taking in this internship improves my:			
	i). reading skills	3.3	3.3	4.0
	ii). writing skills	4.3	4.3	4.0
	iii). thinking/analytical skills	4.0	4.0	4.6
3.	I participated actively in the classes	3.8	4.3	4.1
4.	I was prepared for the classes	3.7	4.0	3.8
5.	I turned in the assignments on time	3.8	3.5	3.4
6.	I have a better understanding and expectation of post-secondary education because of the internship	3.8	4.1	4.6
7.	I feel more comfortable taking on the academic challenge of college because of the internship	3.8	3.6	4.3
8.	I have a better idea how I can benefit from post-secondary education because of the internship	4.0	3.8	4.5
9.	I attended the (a) & (b) regularly:			
	a) internship at Penumbra		3.8	2.7
	b) the GC class		4.1	4.2

---

a) # of items rated 3 or higher :
-- 1st Cohort: 10 out of 10 (100%)
-- 2nd Cohort: 12 out of 12 (100%)
-- 3rd Cohort: 11 out of 12 (92%)

b) # of items rated 4 or higher:
-- 1st Cohort: 4 out of 10 (40%)
-- 2nd Cohort: 7 out of 12 (58%)
-- 3rd Cohort: 9 out of 12 (75%)

(C).	Self & Staff	First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
1.	I feel comfortable with the staff	4.1	4.9	3.9
2.	It is easy for me to talk with the internship staff when I have questions or concerns	4.1	4.6	4.0
3.	I feel that the staff are trying to develop rapport with me and care about me	4.0	4.4	3.8
4.	The staff get me involved and interested in learning	3.4	4.1	3.6
5.	The staff are usually available when I need to meet with them	3.7	4.7	3.9
6.	I get enough feedback from the staff about my performance	3.9	3.9	3.5

a) # of items rated 3 or higher:
-- 1st Cohort: 6 out of 6 (100%)
-- 2nd Cohort: 6 out of 6 (100%)
-- 3rd Cohort: 6 out of 6 (100%)

b) # of items rated 4 or higher:
-- 1st Cohort: 3 out of 6 (50%)
-- 2nd Cohort: 5 out of 6 (83%)
--3rd Cohort: 1 out of 6 (17%)

(D).	Self & Other Interns	First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
1.	I feel comfortable with other interns	4.1	3.8	4.1
2.	I make friends with other interns	4.0	3.6	4.0
3.	I learn from other interns	4.8	3.7	3.9
4.	Other interns make interesting contributions to discussions	4.8	4.5	4.0
5.	Other interns are productive and cooperative in group work	3.0	4.4	4.3
6.	I enjoy learning with other interns	4.4	4.3	4.7

a) # of items rated 3 or higher:
-- 1st Cohort: 6 out of 6 (100%)
-- 2nd Cohort: 6 out of 6 (100%)
-- 3rd Cohort: 6 out of 6 (100%)

b) # of items rated 4 or higher:
-- 1st Cohort: 5 out of 6 (83%)
-- 2nd Cohort: 3 out of 6 (50%)
-- 3rd Cohort: 5 out of 6 (83%)

(E).	General Evaluation	First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
1.	I understand my privileges and responsibilities in this internship	3.7	4.5	4.8
2.	This internship is pretty much what I expected it to be	2.0	4.1	3.7
3.	The expectations of staff are reasonable	3.3	4.8	4.0
4.	The requirements of interns are reasonable	3.5	4.9	4.1
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	2.2	3.8	3.7
6.	What I have learned from the different parts of the internship are related to and support each other	3.0	3.6	4.1
7.	The content of this internship is interesting	3.3	4.4	3.8
8.	The assignments and work of this internship are challenging	2.8	4.8	4.1
9.	The information presented (by staff, speakers, instructors etc.) are useful and stimulating	3.5	4.4	4.2
10.	The internship improves my social interpersonal skills	3.2	3.1	3.7
11.	I feel included and supported in classes and theatre work	3.5	4.1	4.1
12.	What I have learned in the internship helps me in my school work	3.3	3.4	3.5
13.	What I have learned in the internship helps me in my outside-of-school work	3.3	3.3	3.9

		First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
14.	I am motivated to learn and do well in this internship	3.2	4.6	4.2
15.	I have learned a lot from this internship	2.8	4.5	3.4
16.	I am glad I have joined this program	3.3	4.9	4.3
17.	I would recommend this internship to others	3.0	4.9	4.1
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	3.2	4.3	3.7

---

a) # of items rated 3 or higher:	**b) # of items rated 4 or higher:**
-- 1st Cohort: 14 out of 18 (78%)	**-- 1st Cohort: 0 out of 18 (0%)**
-- 2nd Cohort: 18 out of 18 (100%)	**-- 2nd Cohort: 13 out of 18 (72%)**
-- 3rd Cohort: 18 out of 18 (100%)	**-- 3rd Cohort: 10 out of 18 (55%)**

(F). College Preparation

1______2______3______4______5

unsatisfactory **very satisfactory**

		First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
1.	To read college level books	3.9	4.5	4.0
2.	To write college level papers	3.0	4.1	4.0
3.	To contribute to small group discussion	4.7	4.9	4.3
4.	To plan study time, get assignments in on time	3.9	3.5	3.6
5.	To select courses to meet an educational plan	4.0	4.1	4.2

		First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
6.	To talk one-on-one to teachers and staff	4.1	4.1	3.9
7.	To find friends and feel comfortable socially in college campus	3.6	4.2	4.3
8.	To live on my own, away from home	4.1	4.0	4.2
9.	To assert myself, ask questions	4.4	4.1	4.5
10.	To deal with university system like registration, financial aid etc.	4.1	3.4	3.8
11.	To properly manage time in order to balance the social and academic demands of college	3.9	4.1	3.6

a) # of item rated 3 or higher:
-- 1st Cohort: 11 out of 11 (100%)
-- 2nd Cohort: 11 out of 11 (100%)
-- 3rd Cohort: 11 out of 11 (100%)

b) # of item rated 4 or higher:
-- 1st Cohort: 6 out of 11 (55%)
-- 2nd Cohort: 9 out of 11 (82%)
-- 3rd Cohort: 7 out of 11 (66%)

(G). Educational Aspirations

--Realistically, when all things are considered, what level of education will you probably end up with?
(The numbers below indicate the frequencies of each response)

	First Cohort (N = 7)	Second Cohort (N = 8)	Third Cohort (N=12)
High school	0 (0%)	0 (0%)	0 (0%)
Post-secondary technical/ vocational training or 2 year college	0 (0%)	0 (0%)	0 (0%)
4 year college	2 (29%)	5 (63%)	2 (17%)
graduate degrees (e.g. master and Ph.D)	5 (71%)	2 (25%)	6 (50%)
Don't know (some post-secondary but unsure what types)	0 (0%)	1 (9%)	4 (33%)
Total:	7 (100%)	8 (100%)	12 (100%)

FIRST COHORT
SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) in this internship?**
   - --to get a look at college life
   - --discussions
   - --Mike Rose's novel
   - --writing
   - --that these people wanted to try and get this project together--but it didn't work
   - --the GC class in the second quarter (2)
   - --meeting and learning from the other interns
   - --the acting class was enjoyable
   - --missing

7. **What is/are the least positive part(s) in this internship?**
   - --to get U of M credits
   - --changing syllabus
   - --no hands on work, didn't learn much about theatre
   - --the problem solving class never really got off the ground and neither did the "internship"
   - --the lack of internship hours
   - --the internship was uncoordinated
   - --don't know
   - --missing

8. **Can you name one or two aspects of the internship which you think should be improved?**
   - --mentors part
   - --theatre part
   - --more stuff to do at Penumbra, more hours (2)
   - --class size
   - --coordination, orientation, overall planning with respect to the relevance of the class to the internship
   - --all of it
   - --missing (2)

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12. Do you have any additional comments?

--keep the program going

--things fall apart due to lack of planning and declining enthusiasm. There were a handful of students who wanted it to work, it's a pity that wasn't enough

--thanks guys, it's been real!

--no

--missing(3)

SECOND COHORT
SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
   --"It is a good experience working with minorities and having an African-American female teacher is great, because there are not too many of them teaching and I could really relate to her and the things she taught. In my school, I did not have that kind of setting. All my teachers were white. And now I have some kind of idea what an all black minority setting would be like at an all black college."
   --"Staff was really caring and tried to help you out the best they could"
   --The African-American Literature class taught by Allison was very beneficial to me, as well as the internship at Penumbra"
   --"The social gathering, the times when a stimulating dialogue is happening in class"
   --"I think the most positive part is when you have taken what you learned and produced you own piece of work"
   --"Linda's class. The flexibility, what is available for us to learn about"
   --"The most positive part of this program was the internship"
   --"The movies that we got to watch towards the end of the program"
   --"The positive parts of this program is learning about black literature and theatre and understanding them and getting more out of them"

7. **What is/are the least positive part(s) of this program?**
   --"It was basically transportation because I live so far away and sometimes it would be hard to get myself up and to feel like catching a bus so far and long away"
   --"I did not feel as if I am a part of the program. I did not have an ongoing relationship with the other interns or staff with the exception of Allison"
   --"Those Tuesday meetings, and the coursework is sometimes too much"
   --"none"
   --"Transportation. If you are not self-motivated, it is very hard"

--"The students lack of involvement with each other and in group activities"
--"All of the homework that was assigned"
--"too much smoking"

8. **Can you name one or two aspects of the program which you think should be improved?**
--"The way the intern program was set up. I think they should have the staff to communicate with us more instead of just telling you what your job is for that day and leaving it at that. I think there should be at least one person on staff who know where you headed in the future and try to give you jobs or help you do something that could be related to what you want to do in the future, that way, you could really get something out of the intern program"
--"More fun activities for interns so they can all get to know each other better"
--"Tuesday meetings"
--"Everything was great, there are no bad points"
--"Somehow, students should be encouraged more, or given incentive to participate in group activities. Also, I believe that the internship need to become more organized"
--"I think for next year's program, there should be field trips to places such as the Walker Art Center etc."
--"none"
--response missing (1)

12. **Do you have any additional comments?**
--"I am glad I participated in the program because it taught me a lot about self discipline and it bought my self esteem up a lot in many ways. It taught me how to talk and relate more and better to people. It was a good experience"
--"Thanks for a great year!"
--"I really enjoy the program. It was a great learning experience"
--"I think that this program is great and I would strongly recommend it to any of my friends"
--"I learned a lot in this program, and glad I came into it, and would recommend it to a lot of my friends that are juniors. I got involved in writing, literature, and a black theatre, so Thanks Penumbra. I will never forget this program!"
--"no"
--missing response (2)

THIRD COHORT
SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
   --"the college exposure and preparation" (4)
   --"classes at the U" (2)
   --"understanding how theatre is in the eye of the Black people"
   --"meetings with staff discussing college and future plan, also the African-American literature class"
   --"got a taste of theatre work"
   --"experience of working with professionals and got to know them better"
   --"the staff"
   --"there were mentors you can talk to and everything is free"

7. **What is/are the least positive part(s) of this program?**
   --"there was nothing I do not like" (2)
   --"not enough interaction and communication with the staff" (2)
   --"some staff expected you to be or to do more than what you are capable of or used to"
   --"it was a waste of time"
   --"disorganization of theatre work at Penumbra"
   --"the time schedule threw a lot of people off"
   --"the evening class hour"
   --"there were not enough classes to choose from and there is no weekend class"

8. **Can you name one or two aspects of the program which you think should be improved?**
   --"nothing needs to be improved" (3)
   --"more classes to choose from" (2)
   --"teachers' office hours were usually inconvenient to me"
   --"organization of the theatre internship"
   --"communication between Penumbra and the interns"
   --"have some set hours of work for the interns"
   --"make it clear what is expected in the class"

12. **Do you have any additional comments?**

--"no" (7)

--"I have started on the right path"

--"this program has helped me understand what college work is going to be like. As far as working at Penumbra, I really did not get a chance to explore that much. I think it is because I live in Minneapolis and transportation was sometimes a problem."

--"I think it was an excellent program. I also think it should continue for a long time so that other students can join it."

FIPSE PROJECT: "ARTS INTERNSHIPS AS TRANSITION"

SURVEYS SUMMARY III: COMPARISION OF THE 1st AND THE 2nd SURVEYS IN THE THIRD CADRE

(APPENDIX 6)

Prepared By
Gladys Chan

DATE:
July, 1994

FIPSE Project, Third Cohort
Comparison Between The First And The Second Surveys

1______2______3______4______5
strongly disagree — strongly agree

		First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
(A).	**Internship & Self-development**			
1.	The internship helps me understand myself (e.g. goals, potential, aspirations) better	3.9	3.9	0
2.	In this internship, I understand more about the importance of:			
	i). responsibility	4.7	4.6	–.1
	ii). self discipline	4.7	4.6	–.1
	iii). promptness	4.4	4.7	.3
3.	The internship experiences improve my skills in:			
	i). expressing myself	3.9	4.0	.1
	ii). concentration	3.6	4.1	.5
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways	4.1	4.2	.1
5.	I am treated respectfully by the adults and other interns in the internship	4.4	4.0	–.4
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded	4:3	4.3	0
7.	I have learned more about team work and how to cooperate with different people	3.6	4.0	.4

a) # of items rated 3 or higher:
-- 1st Survey: 10 out of 10 (100%)
-- 2nd Survey: 10 out of 10 (100%)

b) # of items rated 4 or higher:
-- 1st Survey: 6 out of 10 (60%)
-- 2nd Survey: 9 out of 10 (90%)

c) # of items showing positive change: 5 out of 10 (50%)

(B).	Internship & College	First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
1.	This GC class gives me an idea what college classes are like	4.3	4.7	.4
2.	This class I am taking in this internship improves my:			
	i). reading skills	3.7	4.0	.3
	ii). writing skills	3.8	4.0	.2
	iii). thinking/analytical skills	4.2	4.6	.4
3.	I participated actively in the classes	4.3	4.1	–.2
4.	I was prepared for the classes	3.6	3.8	.2
5.	I turned in the assignments on time	3.4	3.4	0
6.	I have a better understanding and expectation of post-secondary education because of the internship	3.9	4.6	.7
7.	I feel more comfortable taking on the academic challenge of college because of the internship	3.9	4.3	.4
8.	I have a better idea how I can benefit from post-secondary education because of the internship	3.9	4.5	.6
9.	I attended the (a) & (b) regularly:			
	a) internship at Penumbra	3.0	2.7	–.3
	b) the GC class	4.7	4.2	–.5

a) # of item rated 3 or higher:
-- 1st Survey: 12 out of 12 (100%)
--2nd Survey: 11 out of 12 (92%)

b) # of item rated 4 or higher:
– 1st Survey: 4 out of 12 (33%)
– 2nd Survey: 9 out of 12 (75%)

c) # of items showing positive change: 8 out of 12 (67%)

(C).	Self & Staff	First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
1.	I feel comfortable with the staff	4.1	3.9	– .2
2.	It is easy for me to talk with the internship staff when I have questions or concerns	3.7	4.0	.3
3.	I feel that the staff are trying to develop rapport with me and care about me	3.6	3.8	.2
4.	The staff get me involved and interested in learning	3.5	3.6	.1
5.	The staff are usually available when I need to meet with them	3.1	3.9	.8
6.	I get enough feedback from the staff about my performance	3.1	3.5	.4

a) # of items rated 3 or higher:
-- 1st Survey: 6 out of 6 (100%)
-- 2nd Survey: 6 out of 6 (100%)

b) # of items rated 4 or higher:
-- 1st Survey: 1 out of 6 (17%)
-- 2nd Survey: 1 out of 6 (17%)

c) # of items showing positive change: 5 out of 6 (83%)

(D).	Self & Other Interns	First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
1.	I feel comfortable with other interns	4.4	4.1	– .3
2.	I make friends with other interns	4.3	4.0	– .3
3.	I learn from other interns	3.8	3.9	.1
4.	Other interns make interesting contributions to discussions	3.9	4.0	.1
5.	Other interns are productive and cooperative in group work	4.0	4.3	.3
6.	I enjoy learning with other interns	4.1	4.7	.6

a) # of items rated 3 or higher:
-- 1st Survey: 6 out of 6 (100%)
-- 2nd Survey: 6 out of 6 (100%)

b) # of items rated 4 or higher:
-- 1st Survey: 4 out of 6 (67%)
-- 2nd Survey: 5 out of 6 (83%)

c) # of item showing positive change: 4 out of 6 (67%)

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F3: Comp S1 & S2

(E).	General Evaluation	First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
1.	I understand my privileges and responsibilities in this internship	4.8	4.3	–.5
2.	This internship is pretty much what I expected it to be	3.7	3.4	–.3
3.	The expectations of staff are reasonable	4.0	4.3	.3
4.	The requirements of interns are reasonable	4.4	4.1	–.3
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	3.6	3.7	.1
6.	What I have learned from the different parts of the internship are related to and support each other	3.9	4.1	.2
7.	The content of this internship is interesting	4.3	3.8	–.5
8.	The assignments and work of this internship are challenging	4.3	4.1	–.2
9.	The information presented (by staff, speakers, instructors etc.) are useful and stimulating	3.9	4.2	.3
10.	The internship improves my social interpersonal skills	3.8	3.7	–.1
11.	I feel included and supported in classes and theatre work	3.7	4.1	.4
12.	What I have learned in the internship helps me in my school work	3.6	3.5	–.1
13.	What I have learned in the internship helps me in my outside-of-school work	4.2	3.9	–.3

		First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
14.	I am motivated to learn and do well in this internship	4.3	4.2	-- .1
15.	I have learned a lot from this internship	4.1	3.4	-- .7
16.	I am glad I have joined this program	4.6	4.3	-- .3
17.	I would recommend this internship to others	4.5	4.1	-- .4
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	4.1	3.7	-- .4

---

a) # of items rated 3 or higher:
-- 1st Survey: 18 out of 18 (100%)
--2nd Survey: 18 out of 18 (100%)

b) # of items rated 4 or higher:
-- 1st Survey: 11 out of 18 (61%)
-- 2nd Survey: 10 out of 18 (55%)

c) # of items showing positive change: 5 out of 18 (28%)

(F). College Preparation

1______2_____3______4______5
unsatisfactory very satisfactory

		First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
1.	To read college level books	4.0	4.0	0
2.	To write college level papers	3.7	4.0	.3
3.	To contribute to small group discussion	4.2	4.3	.1
4.	To plan study time, get assignments in on time	3.2	3.6	.4
5.	To select courses to meet an educational plan	3.9	4.2	.3

F3: Comp S1 & S2

		First Survey (N = 20)	Second Survey (N = 12)	Diff. (2nd-1st)
6.	To talk one-on-one to teachers and staff	3.3	3.9	.6
7.	To find friends and feel comfortable socially in college campus	4.0	4.3	.3
8.	To live on my own, away from home	4.3	4.2	– .1
9.	To assert myself, ask questions	4.1	4.5	.4
10.	To deal with university system like registration, financial aid etc.	3.7	3.8	.1
11.	To properly manage time in order to balance the social and academic demands of college	3.3	3.6	.3

---

a) # of items rated 3 or higher:
-- 1st Survey: 11 out of 11 (100%)
--2nd Survey: 11 out of 11 (100%)

b) # of items rated 4 or higher:
--1st Survey: 5 out of 11 (45%)
--2nd Survey: 7 out of 11 (66%)

c) # of items showing positive change: 9 out of 11 (82%)

(G). Educational Aspirations

--Realistically, when all things are considered, what level of education will you probably end up with?
(The numbers below indicate the frequencies of each response)

	First Survey (N = 20)	Second Survey (N = 12)
High school	2 (10%)	0 (0%)
Post-secondary technical/ vocational training or 2 year college	3.(15%)	0 (0%)
4 year college	6 (30%)	2 (17%)
graduate degrees (e.g. master and Ph.D.)	8 (40%)	6 (50%)
Don't know (some post-secondary but unsure what types)	1 (5%)	4 (33%)
Total:	20 (100%)	12 (100%)

THIRD COHORT
SATISFACTION SURVEY #1

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**

--"the classes and the interaction with other interns"

--"That is a big step from high school. More is expected from you. You also get the opportunity to go things that regular high school students do not have the chance of doing. You are treated more liked a 'young adult' rather than an 'old child'. You get more responsibilities. I personally have learned some new tactics in learning."

--"being in class at the U of M"

--"the African-American Literature class and the discussions we have in the class"

--"learning the responsibilities of being an actual college student and being in that type of environment"

--"You feel like you are smart and you feel like if someone in college can do it than you can do it."

--"I think getting a chance to work with a professional theatre company is a very positive part for me."

--"You get to do something that you enjoy, get paid and make college credits by taking the post-secondary classes."

--"Although I only attended the classes, of which I could not finished due to personal circumstances that came up, I enjoyed experiencing an actual college course. It was only once a week, thus the responsibility was primarily on the part of the student. You were treated with respect as an adult. And the class I had taken in particular is so different than what I used to that I benefited from the experience."

--"My motivation is enhanced. Working with other improves my ability of self control."

--"The class, in all ways. The instruction is effective, the literature is interesting and stimulating, and the time period is easy."

--"The staff is friendly."

--"Allison is a very great person and gives a lot of help when you need it."

--"It is fun and you learn a lot."

--"I get to experience college. I do not plan on going to college after high school, so at least this way I get an idea."

--"I enjoyed the involvement in setting up and helping with the production at Penumbra. The African American Literature I am taking is opening my mind to many aspects of African

American culture. I look forward to the class especially because of the teacher."
--"The books chosen for the African American class."
--"I do not know because my class starts on January 3."
--"Getting the college experience."
--"I learned a lot of useful skills in the internship and college classes. They both affect my education."

7. **What is/are the least positive part(s) of this program?**
--"transportation"
--"The time of class is a conflict to my schedule. The subject we are working on and have been working on since day 1 tends to get boring after a while."
--"not having time at the theatre"
--"The location, also, the work is demanding."
--"I have to say this: I feel that the theatre is very disorganized as far as establishing times for the interns to work."
--"I do not feel that I participated enough in Penumbra and I only took seven out of ten weeks of class, so I really cannot rightfully say."
--"Staff attitudes against students, needs more positive input and respect towards class."
--"The work is still too much for me but that is reality."
--"The class is not more than one day a week."
--"I like more class time."
--"I do not know very much about the program because I really have not started."
--"There are not that many. I look at this program as more of an opportunity and I cannot see many bad points. I would like to be able to participate in more than two plays but I understand the situation."
--"The adjustment to the college experience."
--"There just seems to be something hollow in the program that made it dull, maybe the motivation."
--"I do not know because my class starts on January 3."
--"Nothing!" (3)
--response missing (2)

8. **Can you name one or two aspects of the program which you think should be improved?**
--"interns need to be paid weekly"
--"They should provide bus card for the interns because I do not drive and this back-and-forth is financially hurting me."
--"able to have someone you can talk to and more time to work at the theatre"

--"planning time for the internship and giving students a better idea of what to expect/prepare for"
--"I think communication between the theatre and the interns would be an area that needs improvement."
--"more information before you start the program and when you begin the program"
--"Perhaps the communication between the directors and the students."
--"The communication between students and Penumbra is very bad!"
--"One thing is that when I worked I thought I was supposed to get paid weekly, and it took a month and a half and still no one got in contact with me about what was going on, and I could not get in contact with anyone and I was really disappointed."
--"I would like a better description of what one does at the theatre because I do not have a clear understanding."
--"Getting people know how things are going to be so they will not wake up into shock."
--"Honestly, no. I did not have enough experience."
--"I do not know yet."
--"Nothing! I love this program."
--"Nothing!" (4)
--response missing (2)

12. **Do you have any additional comments?**
--"I think this survey is a good idea to find out how you yourself are doing and functioning in the program."
--"Thank you!"
--"This program has shown me how to prepare for college classes and how prepared I am."
--"I could not really say much about the program since I just started and I have not started any classes yet."
--"I think that the problems and solutions should be taken into consideration such as teacher lack of explanation of assignments. Other than that I think it is a very good program for students who want an advance in life for higher education."
--"Getting my assignments done became a problem. We need to be aware of facilities to type papers, study areas and tutors, someone or an advisor whom we can get a hold of."
--"Some of the questions I found difficult to answer because I have not done anything at the theatre yet.'
--"No " (5)
--response missing (8)

THIRD COHORT
SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
--"the college exposure and preparation" (4)
--"classes at the U" (2)
--"understanding how theatre is in the eye of the Black people"
--"meetings with staff discussing college and future plan, also the African-American literature class"
--"got a taste of theatre work"
--"experience of working with professionals and got to know them better"
--"the staff"
--"there were mentors you can talk to and everything is free"

7. **What is/are the least positive part(s) of this program?**
--"there was nothing I do not like" (2)
--"not enough interaction and communication with the staff" (2)
--"some staff expected you to be or to do more than what you are capable of or used to"
--"it was a waste of time"
--"disorganization of theatre work at Penumbra"
--"the time schedule threw a lot of people off"
--"the evening class hour"
--"there were not enough classes to choose from and there is no weekend class"

8. **Can you name one or two aspects of the program which you think should be improved?**
--"nothing needs to be improved" (3)
--"more classes to choose from" (2)
--"teachers' office hours were usually inconvenient to me"
--"organization of the theatre internship"
--"communication between Penumbra and the interns"
--"have some set hours of work for the interns"
--"make it clear what is expected in the class"

12. **Do you have any additional comments?**

--"no" (7)

--"I have started on the right path"

--"this program has helped me understand what college work is going to be like. As far as working at Penumbra, I really did not get a chance to explore that much. I think it is because I live in Minneapolis and transportation was sometimes a problem."

--"I think it was an excellent program. I also think it should continue for a long time so that other students can join it."

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SECOND CADRE
EVALUATIVE SUMMARY

Prepared By
Gladys Chan

DATE:
November, 1993

Introduction

The FIPSE project: Arts Internship as Transition, has finished its second year. This project is a joint effort between the General College at the University of Minnesota and the Penumbra Theatre, a professional Black theatre in St. Paul, Minnesota. The aim of the project is to assist high school students, especially minority students, in their transition from secondary to college education. During their participation, interns are given a chance to take university classes and do arts internships at the theatre. In this way, they gain actual experience of college, and at the same time, they get support and guidance from the creative adults at the theatre who value higher education.

The second year of the project lasted for nine months. It started in September, 1992 and ended in June, 1993. During this period, students took two of the following University of Minnesota/General College classes: African-American Literature, Basic Writing, or Communicating and Society. They also interned at the Penumbra Theatre for two productions. Each production required about 20 hours of work. The work at the theatre was paid at the rate of $6 per hour. Students could choose to work in the areas of marketing/publicity, production art or art administration.

Evaluation of the Project

In order to evaluate the performance of the project, we asked the students to complete three one-on-one interviews and two satisfaction surveys. All the questions in the interviews were open-ended while the surveys contained mostly closed-ended scaled items. The three interviews were conducted at the beginning (early October), in the middle (early January), and at the end (early June) of the nine month period. The two surveys were administered between the interviews, one in early December and one in mid May.

The questions we gave to the second year interns are similar and comparable to the questions we asked in the first year. In every interview and survey, we asked the interns about:

-- their understanding of the project,
-- their evaluation of the project,
-- their college aspirations, and
-- their understanding of and preparation for college education.

In addition, we gathered information on their personal profiles (e.g. age, sex, ethnic identification, family financial situation, and first generation college status etc.). We also asked about their familiarity with the Penumbra Theatre in the first interview.

The interviews and surveys of the second year are abstracted and summarized in the attached appendixes. This report (1) summarizes the performance of the project in its second year, and (2) compares the second year data with the first year in the areas where obvious differences are found.

Completion Rates

In September, 1992, 17 students were participating in the project. We also had the same number of interns at the beginning of the first year. Interns in the two cohorts were required to do the same amount of work (taking two college classes and helping in two theatre productions). However, internships in the first year started late and lasted for only six months, whereas internships in the second year lasted for three quarters. The longer duration of the second year internship means that the work during the second year was more spread out. Therefore, there were times when the interns did not have to take a college class or work at the theatre, but they were still inactively participating in the program. Because of this different arrangement in the second year, it is difficult to know who remained or who dropped out in the middle of the program. In order to keep track of the interns, we gave a completion certificate to the interns who successful finished their requirements at the end of the second year of the internship. Eight interns received this certificate. Compared to the first year when only four students completed their required work, the project was able to secure a higher completion rate in its second year.

The first quarter is usually a critical period when a program can lose many of its participants. This also proved true for our internship project. We lost six interns at the end of the fall quarter. Among those six, only one student decided to drop out of the program. Two changed their addresses and phone numbers and we lost contact with them. The other three interns were so busy that they did not participate actively even in the first quarter. However, we were able to retain eleven interns (about 65%) in the program. This is an improvement over the first year when twelve students dropped out after the first quarter, leaving only six (about 35%) in the program.

In the second year, we interviewed all 17 interns at the beginning of the program. We talked to eleven interns during the second interview, and we managed to reach ten of them in the third interview. For the satisfaction survey, eleven students responded to the first one and eight responded to the second. We also asked the student who dropped out of the program the reasons for her withdrawal. She stated that: (1) she was not satisfied with the theatre experience because she was given tedious work instead of things she wanted to do, and (2) she got a job so she did not have time for this program.

Profile of the Interns

Among the 17 interns in the second cohort, there were:

-- five males and twelve females,

-- three 16 year-olds, ten 17 year-olds, three 18 year-olds and one 20 year-old (whereas in the first cohort, all interns were either 17 or 18 year-olds),

- twelve African-Americans, two Caucasians, one Native American and two bi-racials (one was Caucasian and Asian, and the other one was Native and African American),
- two juniors and 15 seniors (whereas in the first cohort, all 17 interns were seniors),
- eight with a g.p.a. of 3.0 or above,
- seven who lived with both parents, eight who lived with their mothers, one who lived with foster parents, and one who lived with a mother and stepfather,
- nine of them had at least one parent with a 4 year college degree (the number is seven in the first cohort),
- in terms of family financial situation, 15 interns said they were about the same or better off than their friends and classmates (only 13 interns in the first year said so),
- twelve of them had participated in other college preparation programs prior to this project (whereas in the first year, only nine interns had taken some college classes before the program).

Compared to the first year, students in the second year were more diverse in terms of their age and high school standing. Also, more of them were from average or better off families, had parents who went to 4 years of college, and had some previous college preparation prior to joining this internship.

Familiarity with the Penumbra Theatre

According to the proposal, Penumbra Theatre would act as a "home community" for the interns. Meaningful and sustained activities at Penumbra would provide a basis of continuity through their transition year.

While Penumbra Theatre was new to many first cohort interns, students in the second year were more familiar with the theatre. 88% (or 15 out of 17) of them had gone to Penumbra before they

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participated in this program, whereas in the first year, only 41% (or seven out of 17) of the interns had visited the theatre previously (see Question #6 in the First Interview Summary, p2). The second year students also went to the Penumbra Theatre more often than the students in the first year. Nine (or 53%) of them were frequent visitors of Penumbra. They had been there more than five times before this program began. Only two first year interns (or 12%) had been to Penumbra so often. Moreover, the second year students knew more about Penumbra (refer to Question #7 in the First Interview Summary, p3). Many of them (ten or 59%) knew Penumbra through personal involvement in it (see Question #8 in the First Interview Summary,. p3). Some had gone to Penumbra just to hang out. So, Penumbra theatre was more of a home community to the second year participants than to the first year. Because of that, Penumbra Theatre could be more influential in helping the students in the second cohort.

Interns' Understanding of the Program

Information about this program reached the second cohort in more ways (see Question #1 in the First Interview Summary, p1). Theatre seemed to play a significant role in recruiting these students. About 40% of the interns found out about this project through summer theatre workshops, people at Penumbra and the Playwright's Center. Interns themselves can also be persuasive recruiters of new participants. We had two interns in the second year who joined this project because they heard positive comments about it from our first year alumni.

In addition, the program was better explained to the interns in the second cohort (refer to Questions #3 & #4 in the First Interview Summary, p1-2):

-- nine students (about 53) said they knew what they were getting into (as compared to five interns or 29% in the first year),

-- twelve students in the second cohort (71%) were able to mention the coursework requirement without being probed (whereas, in the first year, only nine students or 53% of them were able to do so),
-- 15 interns in the second cohort (about 88%) initated the discussion of internship work at Penumbra (while in the first year, there were 13 interns, or 76% of them, who did so).

Concerning the confusion they had about the program, most second year interns said they knew the basic requirements but were unclear about the details, or some of them started late and missed out on some information. Their complaints were less serious when compared to those given by the first year interns. For instance, seven first year students (about 41 of them) said they were not sure what they were getting into before the program began. Many of them also mentioned that the information presented to them (e.g. in the brochures or during the orientation) was unclear and insufficient. It seems that the confusion experienced by the first cohort was clarified in the second year.

When we asked the students the meaning of this project and their reasons for joining the internship, the two cohorts shared similar opinions. For simplicity, I use data from the second year to illustrate our students' perspective. In the first interview, 41% of the meaning given to the internship were for college preparation, only 26% of the meaning given were theatre-related (see Question #5 in the First Interview Summary, p2). This shows that the students were able to see the internship as a college transition project. However, most of the reasons given (41%) for joining the internship were theatre-related, while academic reasons comprised only 31% (refer to Question #2 in the First Interview Summary, p1). This means that the students were more interested in the theatre part of the project. In the second interview, more students emphasized academic preparation as the aim of the program, 54% of the meaning given to it were academic-related (see Question #13 in the Second Interview Summary, p8). Still, academic reasons (40%) were never more important than theatre work (also 40%) in attracting the students in this program (see Question #15 in the Second Interview Summary, p9).

Interns' Evaluation of the Program

a) At the End of the First Quarter (December, 1992/January, 1993)

A satisfaction survey was given to the second cohort in December, 1992. Participants were asked to evaluate the program in five areas: (1) internship and self-development, (2) internship and college, (3) self and staff, (4) self and other interns, and (5) general evaluation of the internship. Items in the survey were scaled from one to five with one as the least positive response and five as the most positive. Similar but open-ended questions about the internship were also asked in the second interview (conducted in January, 1993). In the following report, we can see that the results from the survey and interview are consistent each other.

Overall, the program was rated very positively by the second cohort in the satisfaction surveys (see Sections A to E in Surveys Summary I):

-- 51 out of 54 items were given a value higher than 3 in the second year as opposed to only 25 out of 39 in the first year;

-- while more than half of the items were rated at 4 or above in the second year (28 out of 54), less than one quarter of the items in the first year (9 out of 39) had this rating;

-- when the identical items given in the two years were compared, 35 out of 39 items shows a positive change (in other words, a higher rating) in the second year.

Information gathered from the second interview also supports the survey findings. For instance, ten out of eleven students (91%) in the second cohort said that the internship was successful in achieving its intended meaning (see Question #14 in the Second Interview Summary, p8); only six out of 14 students (43%) in the first year would agree with this. Using another example: 82% (nine out of eleven interns) of the second cohort got what they expected from the internship (Question #16 in the Second Interview Summary, p9), while only 29% (four out of 14 interns) of the first cohort responded this way.

Improvement of the program during the second year was particularly obvious in some areas. For example, compared to the first year, the college class in the second year improved the interns' academic skills and gave the interns an idea of what college classes are like (see Section B of the Surveys Summary I, p2). In addition, interns in the second year said that the program gave them a better understanding and expectation of post-secondary education. They felt more comfortable with the academic challenge of college and knew how to benefit from it. We also asked similar questions in the second interview. 73% (eight out of eleven interns) of the second cohort said joining the program helped them understand the academic demands of college level education (see Question #20 in the Second Interview Summary, p11), while only 21% (or three out of 14 interns) of the first year cohort thought the program clarified the college demands to them.

Interns in the second cohort also rated the staff in the program more favorably than students in the first year (see Section C of the Surveys Summary I, p3). For instance, they indicated feeling more comfortable with the staff. They also felt that the staff were trying to develop rapport with them and cared about them. These findings are not surprising. As discussed earlier, the second cohort was more familiar with the Penumbra Theatre and the people there. Their prior encounters with the theatre could have made them more at ease with the internship staff. Their positive sentiments toward the staff were also reflected in the interviews. When asked what were the things they like about the program, the most frequently cited response was working with the staff and meeting the other interns (see Question #17 in the Second Interview Summary, p10). Also, the kind of help they wanted most was a friendly relationship and encouragement from the staff (refer to Question #26 in the Second Interview Summary, p13).

The organization and coordination of the program had also been greatly improved in the second year (see Section E in the Surveys Summary I, p4-5). More interns in the second cohort found the content and the work of the internship interesting. In addition, they saw more connection between the program and their school or outside work. Interns in the second cohort were satisfied with the program. They were glad that they joined it and they were more willing to recommend it to others than interns in the first cohort. Results from the interviews also support these findings. Interns in the second year gave more positive comments about the program (see Question #29 in the Second Interview Summary, p15). When asked about the least positive part of the internship, many interns in the first cohort complained about the organization of the program, discipline problems in the classroom, and the lack of structure and planning in the theatre work. These complaints disappeared in the second year. Although the second cohort demanded a more active involvement in the theatre instead of just watching rehearsals and tedious helping out (refer to Question #19 in the Second Interview Summary, p11), most of the problems they brought up in the second year had more to do with the interns themselves than with the program. For example, some said they were not interested in the class materials, some said they joined the program late so it was hard to get into the group etc. (see Question #18 in the Second Interview Summary, p10 and Questions #7, #8 & #12 in the Surveys Summary I, p10-11).

b) At the End of the Internship (May/June, 1993)

The results of the second survey show that internships in the second year continued to be rated more positively by the interns

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than internships in the first year (see Sections A to E in the Surveys Summary II & III). 32 out of 54 items had a value higher than 4 in the second year of the internship, while only 16 out of 51 items had comparable ratings in the first year.

However, if we look at the changes within each year (i.e. if we compare the surveys' results of the same cohort), we found that there was more visible improvement within the first year:

-- 23 out of 39 items (59%) in the second survey show a positive change in the first year, whereas only 25 out of 52 items (48%) in the second survey indicate an improvement within the second year.

In addition, the magnitude of change was also higher within the first year. There are a number of items with improved ratings of more than one point on a scale of five (for examples, see Section B in the Surveys Summary II, p2). This, in part, is due to actual improvements in the project (e.g. better planning and coordination in the second half of the first year). Moreover, the low ratings in the first survey also left room for big changes in the second survey during the first year.

Although the evaluation of the program by the interns was, by and large, more consistently positive in the second year, we found some problems increasingly brought up by the second cohort. First of all, the social aspect or the interactions among the interns seemed to be lacking in the second year. As we can see, intern evaluations of their relationships with other interns (see Section D in the Surveys Summary III, p3) declined in the second survey. They did not think that the program had improved their social and interpersonal skills (see Section E, item #10 in the Surveys Summary III, p4). We also found similar negative comments in the third interview. For example, one student said that "none of the people in the program was in my class, and I did not see other interns in my field of theatre work" (refer to Question #6 in the Third Interview Summary, p4). When asked about what could be done so that the future interns could benefit more from this program (Question #11 in the Third Interview Summary, p6), some interns suggested more social activities, more getting together so the interns and staff could know each other more.

Secondly, interns began to see organizational problems in the theatre work at Penumbra. In the second Survey, interns indicated that the different parts of the internship were not well-planned or well-coordinated (see Section E, item #5 in the Surveys Summary III, p4). In the third interview, interns also suggested that Penumbra Theatre should organize and structure their work so the students could do something exciting and meaningful there (see Questions #6, #9 & #11 in the Third Interview Summary, p4-6).

College Aspiration

We asked the second year interns of their post-secondary plans. In the first interview (October, 1992), 15 out of 17 interns said they wanted to go to college. The ratio became ten out of eleven in the second interview (January, 1993) and ten out of ten in the third interview (June, 1993). The pattern is the same in the two cohorts.

In the satisfaction surveys, interns were asked the specific level of college education they wanted to obtain (see Sections G in the Surveys Summary II & III). We found that the second cohort was different from the first cohort in two ways. First of all, the first cohort had higher educational aspirations. In both the first and the second surveys, educational plans of the first year interns were skewed toward obtaining a graduate degree (ten out of eleven interns in the first survey and five out of seven interns in the second survey). However, less than half of the second year students expected to get a graduate level education (only five out of eleven interns in the first survey and two out of eight interns in the second survey). Many of them expected to get only a four year degree (four in the first survey and five in the second survey). Secondly, while the first cohort was more homogeneous in their educational aspirations, students in the second year were more diverse. Their responses ranged from going to technical or two year college to getting a graduate degree. There was one second year student who had no idea how much education she wanted.

By the time of the first interview, all students in the second cohort had an idea what they wanted to study (see Question #13 in the First Interview Summary, p4-5). Although some of their ideas were not focused (e.g. one student said he wanted to study international relations, urban studies and anthropology while another student wanted to major in everything: sociology, politics, literature, women's studies and history), they knew what they were interested in. However, there were five students from the first cohort (29%) who did not know what they wanted at the time they were interviewed. In addition, most second year students (eleven out of 17) thought about going to college when they were in their 8th grade or earlier. Only eight of the first year interns (out of 17) had a plan so early, four of them did not start thinking about college until they were seniors in high school (refer to Question #14 in the First Interview Summary, p5). Although the first cohort aimed higher in the educational level they wanted to get, students in the second year had more concrete ideas and advanced thinking about college.

In the first and the last interviews, we asked the interns their reasons for getting higher education (see Question #10 in the First Interview Summary, p3 and Question #14 in the Third Interview Summary, p7). Results from the two interviews are similar and consistent with each other. Most of their responses can be grouped into three categories: (1) better job and/or higher pay, (2) learning, and (3) personal growth. For simplicity, I use the first interview results to illustrate the major similarities and difference between the two cohorts. Better job and/or higher pay was most frequently cited by both the first and the second year interns. This category accounted for 33% and 31% of all reasons given in the two years respectively. Learning and knowledge were also regarded as important outcomes of higher education. 22% of the responses given in the first year and 25% in the second year belong to this category. One difference between the two cohorts is found in their emphasis on personal growth. Personal growth included responses like "becoming a complete person", "finding oneself", "to be responsible and independent" etc. First year students mentioned personal growth as an important outcome of higher education more than students in the second cohort (25% in the first year vs 13% in the second year).

We also asked the interns about who had the greatest influence on their plan to go to college (see Question # 15 in the First Interview Summary, p5). Interestingly, students in the second cohort were more influenced by their parents. For instance, ten interns (or 59%) of the second cohort mentioned their parents. The first cohort, on the other hand, emphasized autonomy and self-determination. For example, nine of them (or 53%) stressed that going to college was their own decision. We had more students in the second cohort who had parents with a four year college degree (nine vs seven in the first cohort), we also had more students in the second cohort who mentioned that their parents influenced their educational aspiration by setting an example of finishing college themselves (six vs four in the first cohort). We cannot draw any conclusion from a small sample like this, however, our data show a clear correlation between parents' educational achievement and students' educational aspirations.

College Understanding and Preparation

a) Differences between High School and College

In the second interviews with the interns, we asked them if they were satisfied with the kind of education they received from their high school (see Question #1 in the Second Interview Summary, p1). Every intern in the first cohort (14 of them) said they were not satisfied. However, students in the second cohort were more positive about their high school. Five interns (45%) said the education they received was satisfactory. Only five interns (45%) were not happy with their schools or education. The complaints they had, similar to those given by the first cohort, were either about the curriculum (59% of all the complaints) or their teachers (41%). Typical criticisms about the curriculum were: curriculum was boring, repetitious, irrelevant to the real world, or the curriculum was not in-depth or broad enough. Complaints about teachers included: teachers had no interest in students, they did not know how to teach, they had bad attitudes toward students, or were unfair to students etc.

When we asked the interns to compare high school and college, college was more favorably rated (see Question #2 in the Second Interview Summary, p1-4). This was true for both the first and the second cohorts. According to the second cohort, the curriculum in college was more in-depth and challenging. College teachers were more involved with teaching, they expected more from the students and took students' work more seriously. There was mutual respect between teachers and students. Students in college were more mature and dedicated to learning. There were also more resources and facilities for students etc. However, not everything about college was desirable. Some students in the second cohort complained that college was expensive, the registration procedures were complicated, the resources were spread out and difficult to get. One student also said that it was harder to make friends with college students.

While the first cohort tended to emphasize the differences between college and high school, students in the second cohort perceived more similarities between the two. For instances, four students mentioned that there was not much difference in the registration procedures, three students said teachers' expectations and learning style in college were not that different from high school, two students said campus life and social activities in college were indeed similar to high school, and one student did not see any differences in course requirements and assignments. In addition, some students in the second cohort were able to see through what appeared to be differences between high school and college. For example, when asked to compare college and high school in terms of classroom behavior, one student said what mattered was not the school, rather, it was whether the teacher could control the class. Another student said there was not much difference between high school and freshmen college classes because it took time for new college students to mature. We cannot say whether the second cohort was more objective in their understanding about college and high school, but their opinions seemed less one-sided (i.e. very positive toward college and just negative about everything in high school) than most of the students in the first cohort.

b) Preparation for college

In the two surveys, students were asked to rate themselves in terms of their readiness for college (see Sections F in the Surveys Summary II & III). Self-ratings by the second cohort improved over time:

-- In the first survey, there were seven out of eleven items that showed a rating of 4 or above. In the second survey, the number of items with this rating increased to nine.

-- There were five items which indicated a positive change in the second survey.

Students in the second cohort found that they did better in writing, small group discussion, planning study time, and balancing the social and academic demands of college.

Interestingly, the self-ratings of the first cohort showed the opposite:

-- In the first survey, ten items out of 13 had a rating of 4 or above. In the second survey, the number of items with this rating dropped to six.

-- There were ten out of 13 items which indicated a negative change in the second survey.

Moreover, students in the first cohort evaluated themselves less favorably in the areas where the second cohort found improvement.

While taking university writing and/or literature classes seems to have helped the second cohort get ready for college, it made the first cohort realize how unprepared they were.

The above results are interesting when compared with the amount of time students put into study (see Questions #22 & #23 in the First Interview Summary, p8). The second cohort spent more time studying when they were in high school. Eleven of them (65%) studied for more then five hours a week, only eight (47%) of the first year interns studied that much. The second cohort also anticipated more study hours in college. Twelve of them (71%) said they would need to put at least ten hours per week into study when they went to college, only eight (47%) first year interns expected to do so. Would the second year interns think they were more prepared for college because they studied/anticipated to study more? It would be interesting to find out.

We asked the interns how much money college education would cost. Eleven out of 17 students (65%) were able to give a certain estimate in the first interview. However, the number dropped to only four out of eleven (36%) in the second interview and five out of ten (50%) in the third interview (see Question #20 in the First Interview Summary, p7-8, Question #6 in the Second Interview Summary, p5, and Question #17 in the Third Interview Summary, p7-8). Their understanding of the financial demands of college did not improve over time. Instead, students became more confused. In the program, students had an information session on financial aid. If that did not work for them, other approaches are needed to help the students find out about the cost of college and the ways to handle it.

Conclusion

In general, the internship program in the second year was more successful than in the first year. First of all, we were able to recruit students who were more familiar with the Penumbra Theatre.

Partially because of that, students developed rapport with staff easily in the second year. Secondly, apart from the emerging complaints about the organization of the theatre work and the lack of interaction among the interns toward the end, the program shaped up pretty well in the second year. We had a higher completion rate. Most of the problems in the first year (e.g. delays in planning, scheduling difficulties, behavior problems in the classroom etc.) had been greatly minimized. Thirdly, students' preparation for college had also been improved. Interns in the second year agreed that this project improved their academic skills and their understanding of college work.

There were things we failed to achieve in the second year: fostering a better understanding of the financial demands of college education, providing more opportunities for interns to know and support each other, organizing the theatre work to allow more involvement by the interns. When these aspects are improved, a more meaningful and valuable experience for the students will be created.

APPENDIXES

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SECOND CADRE
FIRST INTERVIEW SUMMARY

Prepared By
Gladys Chan

DATE:
March, 1993

1. **How did you find out about the Penumbra Theatre/General College internship?**

school authorities (teachers, counsellors)		4
through Allison:	summer workshop	3
	she came to my high school	2
	her African-American literature class	1
people at Penumbra		2
Vincent came to my high school		1
Upward Bound / post-secondary		2
friends were in this program last year		2
friends told me about it		2
Playwright's Center		2
KMOJ radio		1

2. **What are your reasons for joining the internship?**

Theatre	
interest in theatre	6
interest in Penumbra	6
get involved in theatre-related experience	2
like acting	2
Skills	
literature, writing, literacy	6
African-American literature	2
Academic	
college transition / preparation	7
college credits	2
plan to take post secondary classes anyway	2

3. **Was the internship program well-explained to you before it started?**

Yes	9
No	1
Yes and No	7

If "No" or "Yes and No", can you tell me why?

know about the basics but still unclear about the details	4
started late therefore missed out on some information	3
unclear about the classes; the size of them	2
didn't expect it to be so hard, so much to do	1

4. **What do you do in this internship?**

able to mention classes at General College	12
mentioned classes when probed	5
able to mention internship work at Penumbra	15
mentioned internship work when probed	2
clear about the number of classes expected to take	8
clear about the number of productions expected to participate	6

clear about the number of hours involved per production	5

5. **According to your current understanding, what is the meaning of this internship? What do you think this internship is trying to achieve?**

College-related:	
for college preparation and transition; to have a head start in college	13
to get college credits	1
Theatre-related:	
to learn about theatre, get hand on experience and know how it works	6
shows us how theatre can be a possible career	2
to let people know about Penumbra Theatre	1
Others:	
to help kids (especially blacks and minorities), let them get involved in something good instead of hanging out on the streets	3
to learn about arts	2
to give students a wider cultural literacy and be more culturally aware	1
to learn about my (Afro-American) history and my (Afro-American) literature	1
to expand my creativity and writing	1
to learn about literature	1
to expose the interns to new aspects of life they may not have seen	1
to provide a big break from high school	1

6. **Prior to joining the internship, have you ever gone to the Penumbra Theatre? Y/N**

have gone to Penumbra before	15
have never gone to Penumbra but have heard about it	1
have neither gone nor heard about Penumbra before	1

If yes, how often do you go there?/ How many times have you gone there?

once	4
2 --- 3 times	2
several times	5
a lot	4

What have you done in the past when you went to the Penumbra Theatre?

have seen plays	11
summer programs	5
usher	2
just hanging around	1

7. **What do you know about the Penumbra Theatre? Do you know about any other services, classes or functions etc that Penumbra offers?**

it is the first / only / all black theatre in Minnesota	10
summer programs	5
it focuses on black perspectives and is kind of bold	5
Lou Bellamy is involved in it	4
it is community oriented	3
it its a prominent theatre with good plays	3
this internship program	1
it is a non-profit organization	1
it helps and encourages young people with what they can do	1
people there are open-minded, their presence is comfortable	1
don't know anything about Penumbra besides that it is a theatre	2

8. **How do you know about this information about the Penumbra?**

personally involved (e.g.went to plays or ushered) or hanging around in Penumbra	10
from teachers, classmates and friends	6
from this program	3
word of mouth	2
read about it somewhere	1
don't know anything about Penumbra	1

9. (a) **What are the different kinds of school one can go to with a high school diploma?**
(b) **What are the differences among the kinds of school you just mentioned?**

10. **What do you think are the important outcomes of higher education for you?**

learning, education, knowledge	8
easier to get a job; better job	7
better off economically and higher pay	3
become a complete and enlightened person	3
gain respect and recognition by society	3
be what I want to be in life; have a better life	3
be somebody	1
to be responsible	1
to be the first one in the family to graduate from college	1
a stepping stone for higher degree	1
going nowhere without college education	1

11. **What kind of post-secondary school do you want to attend?**

4 year college / university	15
2 year technical school	2
General College	2
community college	1

Is there a specific one you want to go?

Types of schools identified:

public colleges	7
private colleges	9
black colleges	2
technical colleges	2
General College	2
community college	1

12. **Why do you want to go to college?**

career reason; to get a job I like	3
knowledge	3
meeting different people	2
to get a degree	2
to help myself use my mind	1
only 4 year college has the subject I want to study	1
high school education is not enough	1
I can plan for myself and make my decision in college	1
want to be somebody	1
it's fun	1
will be missing out if don't go to college	1

(If a specific school is identified) Why do you want to go to (name of school)?
Why/How do you think college will help you achieve these goals?

good program in my areas of interest	7
close to home	5
cultural reason (exposure to one's own culture)	3
relatives and friends are there	3
small and personal	2
budget reason; cheaper	2
atmosphere is supportive to succeed	1
different and new environment	1
it takes only 2 years; can start making money earlier	1

13. **What do you want to study?**

theatre arts / music / pre-veterinarian	1
music / business	1
international relation / urban studies / anthropology	1
math / education	1
English / Spanish / law	1
pre-law / broadcasting	1
computer science / accounting	1
play-writing / veterinary science	1
theatre arts / court reporting	1
sociology / urban studies	1
sociology / politics / literature / women's studies / history	1
music / General College	1
computer programming / child psychology	1
theatre / acting / singing / dancing	1

nursing	1
law	1
English	1

Does (name of the specific school) have the subject you want to study?

Yes	9
don't know / not sure	5
has one subject but not the other ones	1
missing response	2

14. **When did you first think about going to college?**

since very young	7
6th to 8th grade	4
9th to 11th grade	5
senior year	1

15. (a) **Who has/have the greatest influence on your plan to go to college?**

parents	10
myself alone	4
myself although with family expectation / encouragement	3
friends	2
famous people (e.g. Martin Luther King)	2

(b) **How does/do the person(s) show support or encouragement?**

setting example to the interns (e.g. themselves graduated from college)	6
emphasizing college and encouraging interns	5
providing financial help	1
helping interns look for college information	1
being the first one in the family to go to college	1
providing example of what a life is like without higher education	1
intern wants to get back to his/her parents because they don't think the intern can make it to college	1

16. **Have you taken any tests required for college admission (e.g. ACT or SAT)? Y/N**

Yes	7
No	10

If yes, what tests have you taken and when did you take them?

Which tests?

ACT	7
SAT	1

When did you take them?

September, 1992	2
Spring, 1992	2
sometime in 1992	1
Summer, 1991	1
sometime in 1991	1

Those who have already taken ACT:

also plan on taking SAT	2
when?	November, 1992

If no, do you plan to take them in the near future? Which tests?

Which tests?

ACT	6
SAT	6
don't know	1

When will you take them?

December, 1992	4
sometime in 1993	3
don't know	3

17. **Have you participated in any college preparation programs (e.g. Summer Institute, Upward Bound, Advanced Placement or post-secondary classes)? If yes, what are they?**

Yes	12
No	5

If "Yes", what are they?

post-secondary option	5
college prep classes at high school	3
Upward Bound	2
Summer Institute	2
College Prep Skills program offered by the U of M	1
Christian program with career exploration group that talked about college	1

18. (a) **What are the academic skills you think are important to success in higher education?**

English / vocabulary	9
math	8
writing	7
communication	6
science	4
reading	4
study skills and habits	3
able to focus one's mind and pay attention	3
time management and be on time	3
be open-minded and be able to accept different viewpoints	2
know how to ask for help	2
comprehension	2

dedication to succeed and motivation to learn	2
History	2
analytical skills	1
self-discipline	1
be prepared with class materials	1
note taking	1
Economics	1
positive attitude	1

(b) **Compare yourself to other students in your class, how academically prepared do you feel you are for higher education? do you feel that you are_________ prepared?**

much more	3
somewhat more	4
about the same	9
somewhat less	0
much less	0
unable to answer	1

19. (a) **What are the non-academic skills (or social skills, or personal characteristics) you think are important to success in higher education?**

be open-minded and accepting	8
able to deal with others and make friends	6
know yourself, your goals and be yourself	5
communication skills	5
time management and organizational skills	3
enthusiasm to learn	3
self-confidence	3
be responsible	2
be assertive and able to ask for help	2
care about other, able to involve in community and society	2
dedication to succeed and do well	2
independence	1
be strong	1
self-discipline	1
able to release stress	1
concentration skills	1
unable to answer	1

(b) **In regard to the non-academic skills you just mentioned, how prepared are you as compared to your classmates?**

much more prepared	6
somewhat prepared	6
about the same	1
somewhat less prepared	2
much less prepared	0
unable to answer	2

20. **Do you know approximately how much money higher education will cost you?**

able to give a close estimate	8

able to give a very broad range of estimate	3
unable to estimate	6

21. How do you plan to support your college education?

job / work	15
family support	8
financial aid	7
scholarship	5
student loans	5
grants	4
work study	2
savings	2
Indian fund	1
tuition waiver	1
fundraisers	1
family support will not be available	3
will try to stay away from student loans	1

22. How many hours per week do you put into study now?

1 --- 5	4
5 --- 10	5
10 --- 15	3
15 --- 20	2
30+	1
unable to estimate	2

23. How many hours per week do you expect to spend on studying in college?

5 --- 10	2
10 --- 15	2
15 --- 20	4
20 --- 25	4
30+	2
more than now but unable to estimate	3

24. Besides school, do you currently have any other work or responsibilities that you have to do regularly?

work:	
Yes	7
No	10
Other responsibilities:	
Yes	13
No	4
If "Yes", what responsibilities are they?	
house responsibilities	6
sports	4
student board	2

TV production (Don't Believe the Hype)	2
magazine editorial	1
church	1
drug treatment program	1

25. **Do you see any connections between what you learn in the classroom and what you do outside-of-school?**

Yes	10
No	4
Yes & No	3

If "Yes", how?

Academic skills applicable to outside-of-school:	
math	4
physics and science	3
history	2
economics	1
psychology	1
reading	1
Non-academic skills useful inside and outside of school:	
responsibility	2
understanding others' thinking and background before making a judgement	2
Other connections between school and outside activities:	
teaching and learning / exchange and sharing of knowledge not confined to classroom	2
what I learn in school changes the way I look at history and people especially African-Americans	2

If "No", why?

school and activities outside of school are totally different	2
school doe not teach you anything about life. I am learning more outside of school	2

If "Yes & No", why?

it depends on the class and the teacher	2
knowledge learned in school can be applied at work but not applicable to social life	1

26. **Is there anything about higher education that you are especially looking forward to?**

learning new knowledge, skills and different viewpoints	8
meeting the people with whom I want to be around (e.g. other African Americans, people that are looking for the same things as I do, people who want to learn and have positive attitude)	3
independence and freedom to choose classes	3
college lifestyle and experience	2
taking college classes	2

finding a connection between the knowledge learned in college and life	2
getting a degree	2
finding a nice job and a good life after college	2
able to succeed and achieve my goals	1
the inspirations and energy that can stimulate hard work	1
having teachers pointing me to the right direction	1
parties	1

27. Is there anything about higher education that you are not looking forward to, or anything that scares you?

dealing with big places and new people / being away from home	6
the hard work / classes / tests	5
be responsible of yourself and be independent	4
nothing that scares me	4
money	3
time management / not to procrastinate	1
dealing with students who do not know what they want and what college is about	1
actually getting ready to go to college instead of just talking about it	1

28. What do you feel will be your greatest challenge about college?

the hard work	5
getting work and assignments in on time	3
transition from adolescent to adult; able to take up the responsibilities and be independent	3
finishing and graduating	2
balancing school work and social activities	2
come out with good grades	1
competition	1
getting involved in the community, not just dealing with school	1
exceeding above what I expect to do	1
able to get into classes	1
know how and where to get help	1
paying the tuition and other costs	1
getting a good job while studying	1
don't know	1

29. Are you a senior now? Y/N

Junior	2
Senior	15

30. What is your current high school g.p.a.?

2.0 - 2.5	6
2.5 - 3.0	2
3.0 - 3.5	7
3.5 - 4.0	1

Don't know	1
Missing response	1

31. **Do you live with either one of your parents? Y/N**
Who do you live with now?

Mother	7
Both parents	7
Mother and stepfather	1
Foster parents	1
Missing response	1

32. **What is/are his/her/their educational level(s)?**

Intern(s) living with mother:

some high school	2
some college	1
2 year college grad	1
college grad	2
Master's	1

Intern(s) living with both parents:

(F) some HS / (M) some HS	1
(F) HS grad / (M) 2 year college grad	2
(F) some college / (M) some HS	1
(F) college grad / (M) college grad	1
(F) J.D. / (M) college grad	1
(F) Master's / (M) Ph.D.	1

Intern living with mother and stepfather:

(F) Master's / (M) Master's / (SF) Master's or Ph.D.	1

Intern living in foster home:

(F) some HS / (M) some HS / (FF) college grad / (FM) college grad	1

Missing response	1

33. **What is your father's occupation? What are his major job responsibilities?**
What is your mother's occupation? What is her major job responsibilities?
What is (the person you live with)'s occupation? What is his/her major job responsibilities?

Intern(s) living with mother:

Works in nursing home	1
Community programs associate director	1
Housewife on welfare	1

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Works on different workshops and projects related to education	1
Social services job	1
Works for Citicorp, giving out information on insurance	1
On disability	1

Intern(s) living with both parents:

(F) African -American adoption project / (M) health programs director	1
(F) computer business / (M) clothing retail business	1
(F) pastor / (M) housewife	1
(F) works in music warehouse / (M) graphic art production manager	1
(F) MTC bus driver / (M) cook	1
(F) works in brewery / (M) looking for job	1
(F) lawyer / (M) artist	1

Intern living with mother and stepfather:

(F) CEO / (M) secretary & accountant / (SF) retired	1

Intern living in foster home:

(F) in prison / (M) don't know where she is / (FF) sick and not working /(FM) paid as foster parent	1

Missing response	1

34. **Compared to your friends and your classmates, how would you evaluate your family's financial condition? Do you think your family is financially__________ than others?**

much worse off	0
worse off	2
about the same	10
better off	3
much better off	1
missing response	1

35. **How would you describe yourself ethnically?**

African American	12
Caucasian	2
Caucasian and Asian American mixed	1
Native American	1
Native American and African American mixed	1

36. **Sex**

Male	5
Female	12

37. What is your age?

16	3
17	9
18	3
20	1
missing response	1

38. Do you have any additional comments or questions?

Reconstructed comments and questions:

I think the internship is great. It is something different. I will enjoy it and I am looking forward to it.	4
It reveals so much insights. By understanding other ethnic groups' culture, knowing where everybody is coming from, we could all develop and grow together.	1
I think the internship needs to be publicized more. A lot of people could benefit from it but they don't hear about it.	1
The English class is too easy. If they offer a higher level class, something the interns would take instead of something they have taken a long time ago, it would attract more people.	1
Was the internship started from Penumbra?	1
Do they give scholarship out?	1
Describe yourself. I don't know anything about you. How did you get involved in the Penumbra internship?	1
Who is Lou Bellamy?	1
Who is going to listen to these tapes? What are you going to do with these interviews?	1
When is the next interview?	1
I thought the interview is going to be tough but it was not that bad.	1
No additional comments.	10

1. **Are you satisfied with the kind of education you get from your high school? What are some of the things about high school that might restrain you from learning (or hinder you from moving forward, or hold you back from being yourself)?**

yes or overall yes	5
no	5
don't know	1

Comments from the students:

curriculum is boring and not challenging	4
teachers do not have interest and faith in eitherthe students or their job. They do not encourage students or stimulate them to think	3
materials could be more relevant to the real world	3
curriculum is not broad enough. It does not provide a wide variety of classes	3
some "not so good" students are given less attention and opportunities	2
some teachers are racist and close-minded. They have negative attitudes toward certain students (African-American)	2
teachers are always rushing through stuff	1
some teachers do not know how to control student classroom behavior	1
class size is too big. There is not enough of a student/teacher relationship	1
curriculum is not in-depth enough	1
materials being taught are unnecessary and repetitive	1

2. **From your current understanding and experience, how is high school learning different from college learning? In terms of:**
a) teachers' expectations and learning style

college teachers expect more from you, they give more pressure on you to succeed	4
in college, you are on your own. You take responsibility to learn, to ask questions and to get as much out as you can	4
in college, you can choose your own class, learn what you want to learn, while in high school you do not get to take what you want	3
high school teachers let you get away with not doing your work	3
college is harder	2
you learn more in college because it goes more in-depth	2
college is more challenging	2
college classes are more discussion-oriented while high school classes are mostly lecture	2
college teachers are more into teaching while high school teachers do not care	2
high school teachers will come to you if you do not do your work	2
in college, you learn from the real world	1
there is more work in college	1
college curriculum is more compact and condensed	1

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SECOND CADRE
SECOND INTERVIEW SUMMARY

Prepared By
Gladys Chan

DATE:
November, 1993

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you get more freedom and open time in college	1
there is less peer pressure in college so you can be whoever you want to be	1
college learning stimulates thinking and encourage you to teach yourself	1
there is no favoritism in college. You do your work or you fail	1
there is more one-on-one student/teacher relationship if you go to a smaller college	1
there is not too much of a difference between high school and college	3

b) course requirements and assignments

there is less homework in high school but we take the same classes and do the same things, so it is tedious and boring	3
in college, there is a lot of work and readings but they make you think and use your brain	2
in high school, teachers will give you help (e.g. test questions worksheets, or they will come to you if you do not do your work). In college, you take responsibility for taking note and learning	2
in college, you are given a longer period of time to complete your assignments so you can work at your own pace. However, you are expected to turn your work in on time and there is the problem of putting your work off too long	2
in high school, teachers give you shorter time to do your work. There is deadline everyday, every week, but you can hand assignments in late	2
in college, you take classes more according to your major. In high school, you take every class	1
work in high school is not taken as seriously by teachers as work in college	1
there is no difference between high school and college	1

c) facilities and resources

college has more facilities and resources for you to use (e.g. more computers, bigger libraries, student lounge, better student support services, knowledgeable professors)	10
in college, facilities are so spreadout that they are hard to get to	3

d) financial costs

college is more expensive. You pay for everything (e.g. books, room and board), whereas high school is free or a lot less costly	11

e) registration

in high school, your counselor will tell you what to take	5
college registration is more complicated. There are waiting lines, more paperwork, different buildings to go to	3

in college, you are on your own to plan your schedule and get the necessary information	2
college registration is more serious: once you are in, you cannot switch	1
by planning your own schedule in college, you can avoid time conflict and have more free time	1
I do not know because I have not done a real college registration yet	1
from my experience (post-secondary registration), there is not much a difference between high school and college registration	4

f) classroom behavior and interaction

in high school classrooms, there are a lot of discipline problems. Some students are rowdy, noisy and disrespectful toward the teachers. They do not care about learning	8
people in college are more serious and interested in learning. They are dedicated and focused. They are there because they want to learn	4
people in college are more mature	4
there in not much disrespect or disruption in college classroom	2
college students work harder because they pay for their own education	2
high school students are immature	2
students in college are more intellectual. They talk about current events and political issues. High school students talk about what they did last night, who are they dating now, etc. They have no mind	2
in high school, teachers are set up on a totally different level from the students. In college, teachers reach out to students. They have mutual respect. It is easier to take information and learn in college	1
there is more walking out of the classroom in college because students are not forced to sit there	1
it is harder to be friends with other college students. In high school, you and your classroom grow up together	1
in college, students respond according to teachers' action (e.g. relaxed vs uptight). In high school, students go by what their friends say and their knowledge of how things work	1
what matters is not high school or college, rather, it is whether the teacher can control the class	1
there is not much a difference high school and freshmen college classes because it take time for new college students to mature	1

g) campus life and social activities

people in high school are more separate. People in college hang out together and socialize	1
you are more of an individual in college. In high school, you are part of a group or a clique	1
there are a lot more activities in college	1

high school students are carefree. They do not think. College students study more, also, in their social time, they talk about political issues and current affairs	1
in high school, it takes more efforts if people want to get together after school. In college, you are on campus most of the time so it is easier to see each other	1
college and high school are similar in terms of campus life and social activities	2
I do not know. I do not know anything about college and I have not really done any social things here	4

3. **What are the different kind of post-secondary schools you know of? Can you tell me the differences between them?**

4. **Which post-secondary school(s) do you want to attend? Can you tell me why?**

Post-secondary options mentioned:

4 year college	7
2 year college with plan of transferring to 4 year black college	1
trade school, small liberal art school and the University of Minn.	1
take a break after high school, go to a community college, then transfer to a liberal art college	1
have not decided	1

List of college mentioned:

University of Minnesota	4
General College	1
Minnesota Community College	1
Alabama State University	1
Spellman University	1
Morris Brown University	1
Grambling University	1
Jackson State University	1
Hamline University	1

Reasons quoted:

(For specific school)	
it is a black college	3
it is near home	3
nice school/class size so students have more attention from the teachers	2
used to the area and ways around so it is easier to find resources	2
all female college, enjoy the sisterhood	1
it is one of the consortium of six schools, I can take classes everywhere and learn all I want to learn	1
beautiful campus	1
nice people there	1
most teachers there like to teach	1
I know people there	1
it offers a wide range of study	1

it has good programs in the areas I am interested in	1
want to get away from home	1
it is affordable	1
I have a scholarship to the school	1
I want to be carpenter/plumber so I want to go to trade school. However, I also want to be more than that so I need college education. The U of Minn. does not have a large minority population while a small liberal art school does not have much diversity in student body. So, I need to go to all three of them	1

(For college in general)

to get better job	3
good experience	1
mother wants me to go	1
need to obtain good basic skills	1

5. **Have you applied for them? Which ones have you applied to? (If not, why haven't you applied? Do you plan to apply in the future? When? Which ones?)**

yes	3
no	8

Reasons for "no":

still gathering information and application materials	3
in the process of applying	2
not going to college in the coming academic year (taking a break, only in 11th grade)	2
have problems writing the essay for college application	1

Additional comments from students who said "yes":

have applied for one college and is in the process of submitting the application for other colleges	2

6. **How much money will post-secondary education cost you?**

Able to give estimate?

yes	7
no	4

Among the "yes", are they certain about their estimate?

certain	4
uncertain	3

For examples:
"Two years will be about $2000...Whew! That is cheap!?"
"$32,000 I think. No, much more. I don't know"
"Around $20,000 per year for the college I want to go to. I really have no idea"

7. **How do you plan to handle the financial demands of post-secondary? Have you applied for any financial help? If yes, what have you applied?**

scholarship	9
work	7
support from family and relative	4
government grants	3
financial aid	3
student loans	2

8. **Are you currently working?**

yes	4
no	7

How many hours per week do you work?

10 or less	2
10 -- 15	1
15 -- 20	1

9. **On an average, how many hours per week do you spend on i) the class stuff**

3 -- 4	5
5 -- 6	5
a lot but cannot estimate	1

ii) the internship?

3 or less	4
4 -- 10	3
10 -- 15	2
20	1
have not started	1

10. **Is it more than what you expected?**

yes	8
no	2
don't know	1

Reasons for "yes":

I spent time but I do not like what I did	1
transportation took more time than I thought	1

Reasons for "no":

I should spend more time on it	1
I expected more hours	1

Reason for "I don't know":

I had no idea what I expected	1

Is it a problem for you to spend this additional time after school for the program?

yes	7
no	4

Reasons for "yes":

I had a lot of other stuff to do	2
I had a job	1

Is commuting a problem?

yes	6
no	3
yes and no	2

Reasons for "yes and no":

my home is on the bus line but it was a long ride	1
it was not a problem but it was boring	1

11. **Can you tell me what you have done or what you will do in i) the classes**

reading	8
discussion	7
wrote papers	6
watched movies	5
tests/quizzes	2

ii) the internship?

filing and organizing papers (e.g. tickets stubs, newspapers clippings)	6
helping with poster (e.g. folding, putting them up, cutting and pasting)	4
watching rehearsal and observing actors	3
run-around and miscellaneous work (e.g. making copies, painting, sweeping floor)	3
making phone calls and answering phone	2
typing letters and writing out addresses	2
sitting around and getting bored	1
had not started the internship yet	1

12. **How are theses different activities related/connected to each other?**

able to see connection	4
unable to see connection	6
internship had not started	1

The connections they saw:

the common theme was about African-American experience and history	2
the improv. class and acting at Penumbra helped us express ourselves	1
there were meetings where we could all sit down and talk about things going on in the program	1
there was connection but unable to explain it	1

13. **What is the meaning of this program? (What do you think this program is trying to achieve?)**

Academic:

gave high school students a chance to take college classes and allowed them to experience college	5
introduced (minority) students to college in a friendly way and smoothed their transition into it	3
by giving them a trial college experience, students knew how to improve (e.g. study habits) and succeed when they really go to college	2
academics or education was what this program was trying to emphasize	2
got college and high school credits at the same time	1

Theatre-related:

gave students a chance to work in the theatre so they could see how it was run	6
got people interested in art and theatre while keeping them in school	1

Personal:

encouraged minority students to do something positive, something fun yet educational, so they could get their feelings and anxieties out in the open	1
gave students more skills, let them see what are the different opportunities out there	1
gave students experience through taking college classes and working at the theatre	1
learned responsibility	1

Additional comment:

I did not know the meaning of the internship at Penumbra	1

14. **So far, do you see the program as successful in achieving its meaning and goals? Why/Why not? Can you elaborate?**

yes	10
I don't know	1

Reasons for "yes":

it had not helped me so much. I am taking post-secondary classes and I am ready for college. But, it would help other students
I understand the U more, the way around and the learning style
it helped those who took the responsibility to go to the class, attend the meetings and do the work at Penumbra
I failed my class the first time because I was not serious. This quarter, I have changed
I see it now. But when I was in it, I did not take it as serious as I should so I did not get as much as I could out of it
it challenged me without being too difficult

Reason for "I don't Know":

it has not done a whole lot to me

15. **What do you expect to get out from this program personally?**

Academic:

to improve my academic skills (e.g. writing, speaking, organization)	3
to gain high school and college credits	2
want to take post-secondary classes	2
find out what college is like	1

Theatre-related:

learn about the stage and the stuff behind the scene	3
get experience with Penumbra Theatre	2
learn about acting and work with actors	2
get connections with people at Penumbra for future opportunities	2

Social:

meet different people	1
learn about African-American experience	1

Personal:

to be more mature and dependable	1
learn about responsibility	1

16. **Are you getting what you expect? If no, why not?**

yes	7
I got more than I expected	2
no	1
I don't know	1

Reason for "no":

I was really not happy. I sat around and got bored at the theatre	1

Reason for "I don't know":

I did not get what I expected in the academic sense but the internship is shaping up pretty well	1

17. What are things you like about this program?

working with the staff and meeting other interns	6
working at Penumbra and watching thing get made	3
African-American literature class	2
getting both college and high school credits	1
taking post-secondary class	1
experience of going to college and being admired by younger kids	1
getting free books to keep	1
free tickets to the plays	1
getting connection at Penumbra	1
get away from home	1

18. What are the things you dislike about this program/

About the classes:

the class was too long (3 hours) or meeting too often (three times a week)	2
not interested in the class materials	1
putting people who were not on the same level into one class	1

About the theatre work:

the internship was not offering the things I wanted. I wanted to work with the actors but all I got to do was made phone calls and sat around	1
it should not limit the work and pay to 20 hours	1
too much smoking	1

About the internship in general:

the meetings were boring, information presented was either irrelevant to me or something I already knew	1
in the meetings, they wanted to get everybody together and they planned the activities around that. But, usually some people could not make it. They ended up having only a couple of people there and they could not do the activities they planned	1
I joined the program late so it was hard to get into the group, and I did not get to know other interns	1
the majority of the people are not good for the program because they are really not participating	1
transportation problem	1

Other:

there was nothing I did not like	1

19. What changes do you like to see in this program? (What do you want to improve or modify?)

more active involvement and responsibilities in theatre (e.g. let us act or try our own show) instead of just watching rehearsal	7
doing little work and helping out could be quite tiring and boring after a while	3
get more students in it	2
get smaller groups instead of everybody together, or plan activities that if only small group comes they can do rather than let them sit there	2
more free tickets	1
more interesting books to read	1
find a better way to select interns so people who are involved are responsible and participating	1
meeting three times a week is too much	1
transportation is expensive and time-consuming, maybe finding a way for interns to get there and back	1
let the interns pick the time they could come in for the theatre work	1
more pay	1
wider variety of classes that are open for interns to take	1
internship hours would be better if they were spread out	1
no need to change anything	1

20. Does joining the program help you understand or clarify the academic demands of post-secondary education? Can you tell me about some of the academic demands of post-secondary education?

yes	8
no	3

Reasons for "no":

I already knew them	2
a lot of people in the class were at different levels. By contrast, some students would feel discouraged	1

Academic demands mentioned:

be responsible and take initiative to learn	7
have self-discipline, do not procrastinate	5
put more time into work, revisions of work before handing it in	3
communication skills, able to ask questions and talk	2
writing skills	2
time management	2
paying attention	1
reading skills	1
computer skills	1
organizational skills	1
better study habits	1
dedication and focus	1
confidence	1

21. Does joining the program help you understand or clarify the social demands of post-secondary education?
Can you tell me about some of the social demands of post-secondary education?

yes	4
no	7

Reasons for "no":

I already knew them	3
I did not have a chance to hang out with enough college students	2
it was not enough. I have a taste of it but it is not the whole meal. There is no way a program could do better. You just have to go to college, do the real thing in order to know	1

Social demands mentioned:

able to communicate and understand	5
able to listen	2
time management, properly plan time for different things (social, academic and work)	2
able to share	1
responsibility	1
organizational skills	1
be more sociable	1
get more involved into the classroom activities	1
be open and respect others	1

22. Can you tell me who have you worked with in this program?

Allison	11
Linda	8
Vincent	4
Lou	4
Mariann	2
Rick	2
Tony	2
Nancy	2
Rowena	2
Gladys	2

other names mentioned: Brenda, Emily, Mike, Paul, Terry

23. Did you have a chance to talk to these people you mentioned on an one-on-one basis? If yes, how often? If no, why?

yes	10
no	1

Comment for "no":

If I wanted to I could	1

Names mentioned by students who said "yes":

Allison	5
Vincent	3
Lou	2
Linda	1
Emily	1
Mariann	1

How often?

frequently	5
several times	4
anytime they were not busy	1

24. **Do the program staff know about your interests, goals, and/or plans? How did they know about these?**

yes	8
no	3

Reasons for "no":

we never talked about that and they did not ask	3

25. **Did the program staff talk about college or higher education with you?**

yes on one-on-one basis	8
yes in a group context	3

Is the information they gave you about college helpful?

yes	6
no	5

Reasons for "no":

I already knew the information	3
I am still a junior so I have not decided where I will apply	1
it help to know but you really have to get yourself to do it	1

26. **What kind of help or guidance do you want to get from the program staff?**

friendly relationship, somebody to talk to. It is like if we have questions or if we need something, we can go to them	4
encouragement if we do well, reassurance	3
going over college application with us	2
tell us more about how college actually is (e.g. what you need to do to keep up, how to use what you have learned)	2
more guidance on theatre	1
I don't know. They help me enough	2

27. **Did you get what you just said from the program staff? If no, why?**

yes	6
yes and no	3
I got more than I expected	1
no	1

Reasons for "yes and no" and "no":

in the African-American literature class, students who were not doing too well got more attention and encouragement. That was not too great	1
they nagged me more than encouraged me	1
it is too early for me to use it	1
I wanted more specific information about college	1

28. **What effect did this program have on you? (Do you notice any differences in your understanding of higher education, your perception of yourself and your potentials, or the way you relate to others etc.?)**

a) your understanding of higher education

yes	8
no	3

If "yes", how?

it got me ready for college. I know more about the system and where to get help	3
I learned that I have to work hard to get it	2
I learned more about and got more interested in African-American literature	2
I know what it means to have college education	2
it made me aware that I have to start thinking about college more seriously	1
I am able to see teachers as friends instead of just teachers	1

b) your perception of yourself and your potential

yes	5
no	6

If "yes", how?

I am starting to know more about myself	1
I have potential to do whatever I want. I just have to stay focused	1
I notice I am more of a procrastinator so I have to force myself to do my work	1
it brought my confidence up	1
failing a class in the first quarter taught me a lesson. I learned that teachers do not always teach the stuff you want to learn. I learned to be more responsible as a student, to manage my time and organize my stuff better	1

the materials in the African-American literature class always related to me directly. It made me feel good about myself	1

c) the way you relate to others

yes	3
no	8

If "yes", how?

I learned to accept and handle people different from me (people with different opinion or from different background)	2
I have more experience talking to people, asking questions and being sociable	1

If "no", why?

I did not talk or interact with anyone in college	2

29. Do you have any additional comments, questions or suggestions?

yes	5
no	6

Additional comments:

it is a good program. Nothing bad has happened	4
I would recommend it to any one of my friends	1
it did not take up too much time but it did not leave you alone	1
set clearer entry criteria so people accepted are responsible and really want to be here instead of people who have nothing to do	1
it made a lot of kids understand about college and literature	1
get more students involved, more representatives from different high schools	1
do more fun activities (e.g. pizza party) so interns can really get to know each other	1
throw a party or have some nice activities at the end	1

E1. What were your reasons for discontinuing the program or dropping parts of the program? (Which parts of the program did you drop?)

I wanted to work with the theatre and acting but all I got was making phone call. Also, I got a new job so I did not have time anytime	1

E2. When did you decide to discontinue the program or drop parts of the program?

about a month or two after it started	1

E3. Did you make this decision on your own?

Yes	1

Was there anyone who helped you with this decision?

my mother thought this program would be a good experience so she tried to talk me out of my job 1

E4. **Do you think you will miss out on anything by discontinuing the program or dropping parts of the program? Are there anything you can/will do to replace the experience you miss out on?**

some friends 1

E5. **What is your plan after high school?**

I want to go to college 1

E6. **What is your career goal? If you do not have a specific one, what kind of job do you like to do in the future?**

I have not decided yet. I do not know 1

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SECOND CADRE
THIRD INTERVIEW SUMMARY

Prepared By
Gladys Chan

DATE:
November, 1993

1. **Can you name the staff you have worked or dealt with in this Penumbra Theatre/General College internship?**

Allison	10
Vincent	7
Linda	6
Gladys	5
Lou	3
Rowena	2
Rick	1
Michael	1
Marlene	1

Who are they?

Allison	---	instructor	9
Vincent	---	advisor (He talked to us about everything, helped us with our college preparation)	4
		instructor	2
		he helped out and contacted people about their schedule	2
		role model	1
		head of the program, he got things together	1
Linda	---	instructor	3
		she contacted people for the upcoming events	2
Lou	---	director of the Penumbra Theatre	3
Rowena	---	our supervisor at Penumbra She gave us job to do	2
Rick	---	actor/teacher	1
Marlene	---	public relation person at Penumbra	1

2. a). **Among the people you have mentioned, have you talked to them an one-on-one basis?**

yes	10

Names mentioned:

Allison	7
Vincent	7
Linda	4
Rick	2
Rowena	2
Lou	1
Marlene	1

b). **How comfortable do you feel talking to them?**

positive response	9
negative response	1

Reason for negative response:

I do not feel comfortable talking to a lot of people at Penumbra due to my previous experience there

c). What sort of things did you discuss when you met with them?

class work	10
post-secondary and college preparation	6
my future plan	5
everything	5
internship job	3
this project	1
some plays and shows at Penumbra	1
just casual conservation	1

d). Was the information they provided helpful to you?

yes	10

3. **What do you expect from this Penumbra Theatre/General College internship? (What are the things you want to learn, obtain or achieve?)**

take college classes, get college credits and experience	5
get theatre experience, get to know black theatre and do production work	3
I do not expect anything	3
learn about writing	2
learn about black literature	1

4. **Is the internship successful in meeting your expectations and needs?**

yes	6
yes and no	4

Comments from students:

the African-American literature class broadened my horizon. It introduced me to many black writers whose experience and feelings I can relate to	2
working with the black people at Penumbra was nice. They are very inspirational	2
I did not expect a black teacher and all the minority students in my class. But I like it. It was easier for me to get into things	1
I would like to get more experience with theatre but I did not get a lot out of doing it	2
I learned how to put a production together	1
I did not have a car but Vincent always offered to come get me	1
Linda's class was great. She is a great teacher. It is very smart for her to let the students learn from themselves/each other	1
I had fun and I got paid	1

I came in the program late. By the time I got involved, there were not any plays left that did not conflict with my schedule	1
the internship at Penumbra was not clear. There was no set schedule and it was not well organized to me	1
I did not expect it would be so much hard work	1
I kind of lost interest on the internship at Penumbra because I did not give it a chance	1

5. **a). What have you done this quarter in**
i). the classes

wrote papers	9
readings	8
class discussions	6
kept journal	4
watched movies	3
learned from yourself	1

ii). the internship

secretarial work (typing, filing papers, mailing things out etc.)	4
helping out with the set (painting, cleaning, putting carpet on the steps, helping with the prop etc.)	4
helping out with the poster and display board	3
did not do anything, just sitting there	2
went to see show	1

b). On an average, how many hours per week do you spend on
i). the class

1 -- 5	4
6 -- 10	4
could not estimate	2

ii). the internship

1 -- 5	4
6 -- 10	3
20	1
could not estimate	2

c). Is it more or less than what you expected/what you wanted?

more then what I expected	4
less than what I expected	2
it was both	2
it was just what I expected	2

Comments from students who said "more":

I had a busy schedule	1
a lot of work for the writing class and I had to work really hard	1

it was more but not a lot more	1

Comments from students who said "less":

I did not do as much as I expected	1
I thought the class was going to be of higher standard	1

Comments from students who said "more and less':

the class was too much but the internship was less than expected	2

6. **How do you like the activities you have done in the project?**

I like it	6
It was okay	2
I like part of it	2

Comments from students who said "I like part of it":

I like the classes and I learned a lot from it. But the internship part was not that exciting. I had not really done anything	2

Are they coordinated well?

yes	8
no	2

Comments from those who said "no":

I heard other interns said that there was nothing for them to do at Penumbra. I think they need a more structured schedule	1
none of the people in the program were in my class, and I did not see other interns in my field of theatre work	1

Are the different activities related to each other?

able to see some relations in the activities	9
unable to see any relations	1

Additional comments:

I saw relations only in the activities we did in the class	3
we learned and talked about theatre in the class	2
both the class and the internship were about African-American experience	2
they had a basis behind them, sometimes I thought the link was responsibility, sometime it was friendship	1

7. a). **How does this project help in college transition and preparation?**

we took college class, got familiar with the college system, tried out college life so we know what to expect	7

we had information sessions on college preparation	5
the staff talked to us about college	4
it taught me responsibility	2
I learned to follow deadline and time management	2
I got a chance to work with someone. It helped in my social skills	2
I learned to be independent	1

b). On the scale of 1 - 5 (with 1 as the least successful and 5 as the most successful), how would you rate the success of this internship as a college transition project?

a rating of 2	2
a rating of 3	1
a rating of 4	4
a rating of 5	3

Additional comments:

it was not very useful to me because I already knew all these, but it is really good for other interns	2
I did not interact with other interns enough to learn how to fit socially in college	1

8. Which parts of the internship are the most helpful and useful to you?

talking to staff (e.g. I can go to Linda if I have questions, I like talking to Lou because I can identify with him)	3
internship work at Penumbra	3
information sessions	2
the college class	2
the chance to improve my writing skills	2
I like everything	1

9. Which parts of the internship are the least helpful and useful to you?

there is nothing I do not like	4
some jobs in the theatre, e.g. arranging chairs, folding posters (Reasons: they were boring, not helping me, not useful for college)	3
information sessions (Reasons: I already knew the information so they were boring or they were not applicable to me)	2
the unstructured work schedule at Penumbra did not work for me	1

10. a). Do you think that the internship has changed since the last time we talked?

yes	1
no	5
I don't know	4

b). In what way? Why?

it was about the same, nothing really changed	5

I have not been involved in Penumbra nor the class for a while, so I do not know if things have changed	4
at Penumbra, contact became more direct. Instead of Linda or Allison called me to go and gave me whatever there to do, Marlene (the person I worked with) would call me directly when she needed me	1

11. **What could be done so that the future interns can benefit more from this project?**

get more students, hit more schools. A lot of students are missing out on it because they do not know about this program	3
give interns something meaningful to do at Penumbra, get the work over there more organized and structured	3
more social activities, more getting-together, let the interns and staff know each other	2
have specific people at Penumbra who can talk to us on one-on-one basis, who can respond to our questions and concerns	2
emphasize the Penumbra part more, show more connections between the theatre work and the class. I do not see what Penumbra has to do with getting the credits for the class	1
get people in the improv. class	1
select interns who can commit and emphasize to them that this is going to take a lot of time	1

12. **What will you be doing after high school?**

(MO,TJ) take a year off, then go back to school
(ZR) Hamline University
(SW) Minnesota Community College (MCC), then apply to North Carolina School of Performing Arts
(MO) General College (GC), then transfer to Hamline University
(CP) University of Minnesota (U of M), then go to the army, then go to MCC
(CB) either go to Payne in Atlanta or Prarie View in Texas, then transfer to Clark
(AH) U of M, then transfer to Howard University
(AB) Spelman University
(AW) MCC, then transfer to a 4 year college preferably in Atlanta

13. **What about the friends and the people you know, what will they do after they graduate from high school?**

most of my friends are going to 4 year college	5
some go to 4 year college, some go overseas for a year then come back for 4 year college	1
some go to 4 year college, some go to the army, some go to vocational school or trade school	1
some go to college, some will find a full time job and leave school	1
most of my friends are going to community college	1
most of my friends are either graduated from college, or have not gone to college, or are halfway in college	1

14. **Why do you want to go for post-secondary/college education?**

better job or career preparation	6
learning and education	6
have respect from people, be somebody and move up in the world	2
more money, nice living	2
it is something I always want to do	1
be the first one in my family to go to college	1
enjoy the college lifestyle	1
want the degree	1
enjoying taking challenging classes	1

15. **What do you want to study?**

(AW)	writing, literature, pre-veterinary medicine
(AB)	music business
(AH)	international relation
(CB)	broadcasting or communication
(CP)	major in business, minor in music
(MO)	major in urban studies, minor in theatre and sociology
(SW)	performing art and business
(TJ)	business
(ZR)	legal studies and English, then go to law school
(MK)	undecided

Is it for your career interest or for your personal development?

career interest	3
both career interest and personal development	6

16. **What do you want to do in the future with your major or with your post-secondary education?**

set up my own business 4
- (AB) night club/restaurant, then record company
- (SW) theatre
- (TJ) record company

(AH) work for international organizations or set up my own organization focusing on developing countries
(CB) broadcasting
(MO) theatre or urban development/city planning
(ZR) practice law
(MK) be whole, intelligent, awake and happy; fall in love and have children
(AW) I don't know

17. **How much money do you need to go to college?**

Able to give estimate?

yes	5
no	2
yes and no	3

Reason for "yes and no":

these interns had 2 schools in mind, one for right after high school and one for future transfer. They were able to give estimate for only one school

Among the "yes", are they certain about their estimate?

yes	5

18. **Where do you find the money?**

work	7
financial aid	6
scholarship	6
loans	4
family	3
personal savings	1
selling my album	1
will find the money somehow	1

19. **If you were a mentor and you wanted to help a high school junior to prepare for college, what tips would you tell him or her? What skills would you encourage him/her to develop? (Probe: (a) academic skills, e.g. studying skills, (b) skills in non-academic areas, e.g. social skills or attitudes or personal characteristics that can help him/her to succeed?)**

start searching for college and apply early	5
try to experience different things, learn whatever you can and be a well-rounded person	5
take post-secondary classes	4
writing skills	4
think about how to pay for college and start applying for financial aid early	3
visit college campuses	2
work hard and get best grade in high school. That increases you chance of going to good college and getting scholarships	2
keep up with study skills	2
be prepared to work long hours in college	2
reading skills	2
communication skills	2
get involved in organization and be sociable	2
confidence	1
know what you want	1
discipline	1
be open-minded	1
take SAT early	1
time management	1
responsibility	1
critical thinking	1
know what the teachers want	1

20. What are some of the aspects of college you think you will like?

being on my own, away from home and being independent	5
education and learning, get to choose what I want to learn	4
taking college classes	3
being in city with Black students	2
making new friends	2
responsibility	2
some of the programs in college (e.g. sports)	2
dorm life and social life	2
less talking in class so you can pay more attention	1
going somewhere new and re-establish yourself	1

21. What are some of the aspects of college you think you will not like?

the workload and the pressure	3
the money	2
away from mom and friends, missing them	2
meeting new people and starting new relationship	2
being in big groups who are trying to have their little cliques	1
big class	1
cannot think of any; whatever comes along	1

22. According to your opinion, what should college education emphasize?

education and knowledge in general	3
provide fundamental skills students could apply to life	3
college should prepare students for their job, no matter what field they want to get into	2
encourage students to express their needs, be flexible to what the students want and provide resourceful people to help them	2
encourage students to learn about different things, different people and their perspectives	2
let student learn how to teach themselves	1
let student learn about themselves	1
I don't know. I am not sure if I think college is great	1
there is nothing college can emphasize . Each individual wants something different	1

23. Do you have any additional suggestions, comments or questions you want to add?

yes	6
no	4

Additional comments:

it is a great program, good for students who are thinking about going to college	2
arrange the meetings in at a time when more people can make them, e.g. before or after the class	1

have specific people at Penumbra who can talk to the interns on an one-on-one basis	1
I had a good time at Penumbra, learning a lot about writing; get more kids into this, they should not miss out on this	1
it has been nice	1
it is really beneficial and should really keep going	1
thank you! I appreciate all your help	1

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SURVEYS SUMMARY I:
COMPARISON OF THE 1st AND THE 2nd COHORTS IN THE FIRST SURVEY

Prepared By
Gladys Chan

DATE:
February, 1993

FIPSE Project, First Survey
Comparison Between The First And The Second Cohorts

1______2______3______4______5
strongly disagree — strongly agree

(A).	Internship & Self-development	First Cohort (N = 11)	Second Cohort (N = 11)	Diff. (2nd - 1st)
1,	The internship helps me understand myself (e.g. goals, potential, aspirations) better	2.8	3.45	.65
2.	In this internship, I understand more about the importance of:			
	i). responsibility		4.25	
	ii). self discipline		3.85	
	iii). promptness		3.35	
3.	The internship experiences improve my skills in:			
	i). expressing myself		3.5	
	ii). concentration		3.09	
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways		4.27	
5.	I am treated respectfully by the adults and other interns in the internship		4.85	
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded		4.0	
7.	I have learned more about team work and how to cooperate with different people		3.3	

(Summary) **a) # of item with a value greater than 3:**
– 2nd Cohort: 10 out of 10
b) # of item showing positive change: 1 out of 1

Srvy1: Comp F1 & F2

(B).	Internship & College	First Cohort (N = 11)	Second Cohort (N = 11)	Diff. (2nd - 1st)
1.	This GC class gives me an idea what college classes are like	2.5	4.3	*1.8*
2a.	The classes I am taking in this internship improve my academic skills	2.2		
2b.	This class I am taking in this internship improves my:			
	i). reading skills		2.9	
	ii). writing skills		3.5	
	iii). thinking/analytical skills		4.33	
	(Average of i, ii, & iii)		3.58	
2.	The difference between average of 2a & 2b			*1.38*
3.	I participated actively in the classes	4.2	4.23	*.03*
4.	I was prepared for the classes	4.3	3.55	*-.75*
5.	I turned in the assignments on time	3.5	3.59	*.09*
6.	I have a better understanding and expectation of post-secondary education because of the internship	2.6	3.9	*1.3*
7.	I feel more comfortable taking on the academic challenge of college because of the internship	2.9	3.95	*1.05*
8.	I have a better idea how I can benefit from post-secondary education because of the internship	2.8	3.8	*1.0*
9.	I attended the (a), (b) & (c) regularly this quarter:			
	a) internship at Penumbra		3.5	
	b) bi-weekly meetings at Penumbra		2.6	
	c) the GC class		4.35	

(Summary) **a) # of item with a value greater than 3 :**

-- 1st Cohort: 3 out of 8

-- 2nd Cohort: 12 out of 14

b) # of item showing positive change: 7 out of 8

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(C).	Self & Staff	First Cohort (N = 11)	Second Cohort (N = 11)	Diff. (2nd - 1st)
1.	I feel comfortable with the internship staff	3.6	4.85	1.25
2.	It is easy for me to talk with the internship staff when I have questions or concerns	4.0	4.23	.23
3.	I feel that the staff are trying to develop rapport with me and care about me	3.4	4.5	1.1
4.	The staff get me involved and interested in learning	3.5	3.9	.4
5.	The staff are usually available when I need to meet with them	3.6	4.22	.62
6.	I get enough feedback from the staff about my performance	3.1	3.95	.85

(Summary) **a) # of item with value greater than 3:**
– 1st Cohort: 6 out of 6
– 2nd Cohort: 6 out of 6
b) # of item showing positive change: 6 out of 6

(D).	Self & Other Interns			
1.	I feel comfortable with other interns	4.1	4.3	.2
2.	I make friends with other interns	4.2	3.8	-.4
3.	I learn from other interns	4.1	3.4	-.7
4.	Other interns make interesting contributions to class and group discussion	4.0	4.6	.6
5.	Other interns are productive and cooperative in group work	3.7	4.63	.93
6.	I enjoy learning with other interns	4.0	4.44	.44

(Summary) **a) # of item with a value greater than 3:**
– 1st Cohort: 6 out of 6
– 2nd Cohort: 6 out of 6
b) # of item showing positive change: 4 out of 6

(E).	General Evaluation	First Cohort (N = 11)	Second Cohort (N = 11)	Diff. (2nd - 1st)
1.	I understand my privileges and responsibilities in this internship	3.9	4.35	.45
2.	This internship is pretty much what I expected it to be	2.1	2.55	.45
3.	The expectations of staff are reasonable	3.6	4.35	.75
4.	The requirements of interns are reasonable	3.5	4.5	1.0
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	1.5	4.38	2.88
6.	What I have learned from the different parts of the internship are related to and support each other	2.1	3.75	1.65
7.	The content of this internship is interesting	2.7	4.5	1.8
8.	The assignments and work of this internship are challenging	2.6	4.35	1.75
9.	The information presented (by staff, speakers, instructors etc.) are useful and stimulating	4.2	3.85	-.35
10.	The internship improves my social interpersonal skills	3.4	3.46	.06
11.	I feel included and supported in classes and theatre work	3.7	4.05	.35
12.	What I have learned in the internship helps me in my school work	2.8	3.09	2.9
13.	What I have learned in the internship helps me in my outside-of-school work	2.5	3.8	1.3

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		First Cohort (N = 11)	Second Cohort (N = 11)	Diff. (2nd - 1st)
14.	I am motivated to learn and do well in this internship	3.7	4.14	*.44*
15.	I have learned a lot from this internship	3.1	4.06	*.96*
16.	I am glad that I have joined this internship	3.5	4.5	*1.0*
17.	I would recommend this internship to others	3.3	4.7	*1.4*
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	3.0	4.35	*1.35*

(Summary) **a) # of item with a value greater than 3:**

– 1st Cohort: 10 out of 18

– 2nd Cohort: 17 out of 18

b) # of item showing positive change: 17 out of 18

(F). College Preparation

1______2______3______4______5

unsatisfactory **very satisfactory**

		First Cohort (N = 11)	Second Cohort (N = 11)	Diff (2nd - 1st)
1.	To read college level books	4.1	4.36	*.26*
2.	To write college level papers	3.8	3.55	-.25
3.	To solve college level math problems	2.8		
4.	To learn college level science	3.3		
5.	To contribute to small group discussion	4.5	4.27	-.23

		First Cohort (N = 11)	Second Cohort (N = 11)	Diff (2nd - 1st)
6.	To plan study time, get assignments in on time	4.3	3.23	-1.07
7.	To select courses to meet an educational plan	4.2	4.27	.07
8.	To talk one-on-one to teachers and staff	4.5	4.09	-.41
9.	To find friends and feel comfortable socially in college campus	4.5	4.23	-.27
10.	To live on my own, away from home	4.2	4.0	-.2
11.	To assert myself, ask questions	4.3	4.36	.06
12.	To deal with university system like registration, financial aid etc.	4.0	3.91	-.09
13.	To properly manage time in order to balance the social and academic demands of college	4.1	3.55	-.55

(Summary)

a) # of item with a value greater than 3:
-- 1st Cohort: 12 out of 13
-- 2nd Cohort: 11 out of 11
b) # of item showing positive change: 3 out of 11

(G). Educational Aspirations

--What level of education do you want to obtain? (First Cohort)
--Realistically, when all things are considered, what level of education will you probably end up with? (Second Cohort)
(The numbers below indicate the frequencies of each response)

	First Cohort (N = 11)	Second Cohort (N = 11)
High school	1	0
Post-secondary technical/ vocational training or 2 year college	0	1
4 year college	0	4
graduate degrees (e.g. master and Ph.D)	10	5
Don't know	0	1
Total:	11	11

FIRST COHORT
SATISFACTION SURVEY #1

The responses to the five open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

10. **What are your most favorite parts in this internship?**
    - --acting class (7)
    - --speakers (3)
    - --meeting new people (2)
    - --actual internship work (1)
    - --missing (1)

11. **What are your least favorite parts of this internship?**
    - --the organizational and disciplinary problems in the creative problem solving class (4)
    - --the organizational problems of the internship work (3)
    - --the organizational problems in general (1)
    - --sitting through the boring bureaucracy stuff (1)
    - --three days a week was too much (1)
    - --missing (1)

12. **Can you name one or two aspects of the internship which you think should be improved?**
    - --more organization in the internship and the class (6)
    - --should have classes on university campus with other college students (2)
    - --pamphlet (2)
    - --level of commitment of the students (1)
    - --focus on theatre instead of racial issues/debates (1) requirements/expectations/commitment should be clarified and emphasized before interns decide to commit (1)
    - --missing (1)

13. **According to your current experience, what kind of students would benefit most from this internship?**
    - --students with nothing to do (1)
    - --juniors in high school (1) committed students who have a will to learn and are open-mined (1)
    - --any student who has interest to go to college or theatre (1)

--students intending to attend GC and those whose only contact with college would be this program (1)
--students who like acting (1)
--I think all students would benefit (1)
--don't know (2)
--missing (2)

18. **Do you have any additional comments?**
--it should be open to any students but they should be able to be asked to leave (1)
--the program has great possibilities but it needs to be looked at carefully. It should be advertised more (1)
--I learned the most from the other students. This internship offers an intimate integration of different people with different backgrounds (race, inner-city/suburban etc.). I'm very grateful for that. (1)
--no additional comments (3)
--missing (5)

SECOND COHORT
SATISFACTION SURVEY #1

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**

--"getting together in a smaller group or class helped me out cause there was more of a focus on me as an individual I felt from the teachers. The discussion time periods we had were helpful"
--"To me, the most important part is working in the theatre. That's what excites me."
--"The class discussions."
--"My instructor is Hack. Allison's is very open and very friendly. I've found that our staff is very helpful."
--"The combination of Art, Academia and Real life. It's a hard core combo."
--"You get paid and you get to read some good books."
--"Classes and job at the theatre."
--"When we watched movies."
--"The people, the staff and Penumbra the made this all possible for minorities to get involved in."
--"internship"
--"classes"

7. **What is/are the least positive part(s) of this program?**

--"The least productive part of this program is the college prep meetings with college reps and all that. I know where I want to go to school and how to get there, so, the information given is a little monotonous for me. But, I'm sure it is beneficial for other students."
--"papers"
--"That I don't start theatre work until May. The transportation is difficult for me sometimes because of my early class."
--"Keeping up with the work."
--"The people (interns) in it."
--"All the journal writing."
--"The meetings are too early in the day."
-"classes"
--"none" (2)
--response missing (1)

8. **Can you name one or two aspects of the program which you think should be improved?**
   --"I haven't experienced any aspects of the program besides Allison's class, and that's great."
   --"The Tuesday's meetings."
   --"Don't know yet."
   --"Work schedule. The reinforcement on participation be more stern."
   --"Individual class requirements not have to be in GC."
   --"none" (2)
   --response missing (4)

12. **Do you have any additional comments?**
   --"I think this is a very good program that provide me with a lot of insights on literature and about college."
   --"I think the program is really helpful to the students and should be given further support."
   --"Was fun. See you next semester. Thanks!"
   --"I think the program is a worthwhile learning experience."
   --"I would like to say to Allison that you are doing a good job teaching, and thank you for staying on my back about my work. I will try to do better, and take to my teachers when I have problems with work."
   --"I really enjoyed Penumbra and learned a lot in African literature. Allison is one of the best teachers I ever had. Don't want to leave that class. Penumbra really help my train of thoughts to improve, and I want to be in theatre more than ever. So stay strong with the program."
   --no additional comments (4)
   --response missing (1)

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SURVEYS SUMMARY II:
COMPARISION OF THE 1st AND THE 2nd SURVEYS IN THE FIRST CADRE

Prepared By
Gladys Chan

DATE:
September, 1993

FIPSE Project, First Cohort
Comparison Between The First And The Second Surveys

1______2______3______4______5
strongly disagree — strongly agree

(A).	Internship & Self-development	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1,	The internship helps me understand myself (e.g. goals, potential, aspirations) better	2.8	3.5	.7
2.	In this internship, I understand more about the importance of:			
	i). responsibility		3.8	
	ii). self discipline		3.8	
	iii). promptness		3.8	
3.	The internship experiences improve my skills in:			
	i). expressing myself		3.7	
	ii). concentration		3.7	
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways		3.7	
5.	I am treated respectfully by the adults and other interns in the internship		4.0	
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded		4.3	
7.	I have learned more about team work and how to cooperate with different people		4.2	

(Summary)

a) # of item with a value greater than 3:
-- 2nd Survey: 10 out of 10
b) # of item showing positive change: 1 out of 1

(B).	Internship & College	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1.	This GC class gives me an idea what college classes are like	2.5	4.0	*1.5*
2a.	The classes I am taking in this internship improve my academic skills	2.2		
2b.	This class I am taking in this internship improves my:			
	i). reading skills		3.3	
	ii). writing skills		4.3	
	iii). thinking/analytical skills		4	
	(Average of i, ii, & iii)		3.87	
2.	The difference between average of 2a & 2b			*1.67*
3.	I participated actively in the classes	4.2	3.8	-.4
4.	I was prepared for the classes	4.3	3.7	-.6
5.	I turned in the assignments on time	3.5	3.8	*.3*
6.	I have a better understanding and expectation of post-secondary education because of the internship	2.6	3.8	*1.2*
7.	I feel more comfortable taking on the academic challenge of college because of the internship	2.9	3.8	*.9*
8.	I have a better idea how I can benefit from post-secondary education because of the internship	2.8	4.0	*1.2*

(Summary)

a) # of item with a value greater than 3 :
-- 1st Survey: 3 out of 8
-- 2nd Survey: 11 out of 11
b) # of item showing positive change: 6 out of 8

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(C).	Self & Staff	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1.	I feel comfortable with the internship staff	3.6	4.1	.5
2.	It is easy for me to talk with the internship staff when I have questions or concerns	4.0	4.1	.1
3.	I feel that the staff are trying to develop rapport with me and care about me	3.4	4.0	.6
4.	The staff get me involved and interested in learning	3.5	3.4	-.1
5.	The staff are usually available when I need to meet with them	3.6	3.7	.1
6.	I get enough feedback from the staff about my performance	3.1	3.9	.8

(Summary) **a) # of item with valus greater than 3:**

– 1st Survey: 6 out of 6

– 2nd Survey: 6 out of 6

b) # of item showing positive change: 5 out of 6

(D).	Self & Other Interns			
1.	I feel comfortable with other interns	4.1	4.1	0
2.	I make friends with other interns	4.2	4.0	-.2
3.	I learn from other interns	4.1	4.8	.7
4.	Other interns make interesting contributions to class and group discussion	4.0	4.8	.8
5.	Other interns are productive and cooperative in group work	3.7	4.0	.3
6.	I enjoy learning with other interns	4.0	4.4	.4

(Summary) **a) # of item with a value greater than 3:**
– 1st Survey: 6 out of 6
– 2nd Survey: 6 out of 6
b) # of item showing positive change: 4 out of 6

(E).	General Evaluation	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1.	I understand my privileges and responsibilities in this internship	3.9	3.7	-.2
2.	This internship is pretty much what I expected it to be	2.1	2.0	-.1
3.	The expectations of staff are reasonable	3.6	3.3	-.3
4.	The requirements of interns are reasonable	3.5	3.5	0
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	1.5	2.2	.7
6.	What I have learned from the different parts of the internship are related to and support each other	2.1	3.0	.9
7.	The content of this internship is interesting	2.7	3.3	.6
8.	The assignments and work of this internship are challenging	2.6	2.8	.2
9.	The information presented (by staff, speakers, instructors etc.) are useful and stimulating	4.2	3.5	-.7
10.	The internship improves my social interpersonal skills	3.4	3.2	-.2
11.	I feel included and supported in classes and theatre work	3.7	3.5	-.2

		First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
12.	What I have learned in the internship helps me in my school work	2.8	3.3	.5
13.	What I have learned in the internship helps me in my outside-of-school work	2.5	3.3	.8
14.	I am motivated to learn and do well in this internship	3.7	3.2	-.5
15.	I have learned a lot from this internship	3.1	2,8	-.3
16.	I am glad that I have joined this internship	3.5	3.3	-.2
17.	I would recommend this internship to others	3.3	3.0	-.3
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	3.0	3.2	.2

(Summary) **a) # of item with a value greater than 3:**

– 1st Survey: 10 out of 18

– 2nd Survey: 12 out of 18

b) # of item showing positive change: 7 out of 18

(F). College Preparation

1______2______3______4______5

unsatisfactory **very satisfactory**

		First Survey (N = 11)	Second Survey (N = 7)	Diff (2nd - 1st)
1.	To read college level books	4.1	3.9	-.2
2.	To write college level papers	3.8	3.0	-.8

		First Survey (N = 11)	Second Survey (N = 7)	Diff (2nd - 1st)
3.	To solve college level math problems	2.8	2.4	-.4
4.	To learn college level science	3.3	3.0	-.3
5.	To contribute to small group discussion	4.5	4.7	.2
6.	To plan study time, get assignments in on time	4.3	3.9	-.4
7.	To select courses to meet an educational plan	4.2	4.0	-.2
8.	To talk one-on-one to teachers and staff	4.5	4.1	-.4
9.	To find friends and feel comfortable socially in college campus	4.5	3.6	-.9
10.	To live on my own, away from home	4.2	4.1	-.1
11.	To assert myself, ask questions	4.3	4.4	.1
12.	To deal with university system like registration, financial aid etc.	4.0	4.1	.1
13.	To properly manage time in order to balance the social and academic demands of college	4.1	3.9	-.2

(Summary)

a) # of item with a value greater than 3:
– 1st Survey: 12 out of 13
– 2nd Survey: 10 out of 13
b) # of item showing positive change: 3 out of 13

(G). Educational Aspirations

--What level of education do you want to obtain? (First Survey)
--Realistically, when all things are considered, what level of education will you probably end up with? (Second Survey)
(The numbers below indicate the frequencies of each response)

	First Survey (N = 11)	Second Survey (N = 7)
High school	1	0
Post-secondary technical and vocational training	0	0
2 year college	0	0
4 year college	0	2
graduate degrees (e.g. master and Ph.D)	10	5
Total:	11	7

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SATISFACTION SURVEY #1

The responses to the five open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

10. **What are your most favorable parts in this internship?**
    - --acting class (7)
    - --speakers (3)
    - --meeting new people (2)
    - --actual internship work (1)
    - --missing (1)

11. **What are your least favorable parts of this internship?**
    - --the organizational and disciplinary problems in the creative problem solving class (4)
    - --the organizational problems of the internship work (3)
    - --the organizational problems in general (1)
    - --sitting through the boring bureaucracy stuff (1)
    - --three days a week was too much (1)
    - --missing (1)

12. **Can you name one or two aspects of the internship which you think should be improved?**
    - --more organization in the internship and the class (6)
    - --should have classes on university campus with other college students (2)
    - --pamphlet (2)
    - --level of commitment of the students (1)
    - --focus on theatre instead of racial issues/debates (1) requirements/expectations/commitment should be clarified and emphasized before interns decide to commit (1)
    - --missing (1)

13. **According to your current experience, what kind of students would benefit most from this internship?**
    - --students with nothing to do (1)
    - --juniors in high school (1)
    - --commited students who have a will to learn and are open-mined (1)
    - --any student who has interest to go to college or theatre (1)
    - --students intending to attend the GC and those who only contact with college would be this program (1)

--students who like acting (1)
--I think all students would benefit (1)
--don't know (2)
--missing (2)

18. **Do you have any additional comments?**
--it should be open to any students but they should be able to be asked to leave (1)
--the program has great possibilities but it needs to be looked at carefully. It should be advertised more (1)
--I learned the most from the other students. This internship offer an intimate integration of different people with different backgrounds (race, inner-city/suburban etc.). I'm very grateful for that. (1)
--no additional comments (3)
--missing (5)

SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) in this internship?**
   --to get a look at college life
   --discussions
   --Mike Rose's novel
   --writing
   --that these people wanted to try and get this project together--but it didn't work
   --the GC class in the second quarter (2)
   --meeting and learning from the other interns
   --the acting class was enjoyable
   --missing

7. **What is/are the least positive part(s) in this internship?**
   --to get U of M credits
   --changing syllabus
   --no hands on work, didn't learn much about theatre
   --the problem solving class never really got off the ground and neither did the "internship"
   --the lack of internship hours
   --the internship was uncoordinated
   --don't know
   --missing

8. **Can you name one or two aspects of the internship which you think should be improved?**
   --mentors part
   --theatre part
   --more stuff to do at Penumbra, more hours (2)
   --class size
   --coordination, orientation, overall planning with respect to the relevance of the class to the internship
   --all of it
   --missing (2)

12. **Do you have any additional comments?**
    - -keep the program going
    - -things fall apart due to lack of planning and declining enthusiasm. There were a handful of students who wanted it to work, it's a pity that wasn't enough
    - -thanks guys, it's been real!
    - -no
    - -missing(3)

FIPSE PROJECT:
"ARTS INTERNSHIPS AS TRANSITION"

SURVEYS SUMMARY III:
COMPARISION OF THE 1st AND THE 2nd SURVEYS IN THE SECOND CADRE

Prepared By
Gladys Chan

DATE:
November, 1993

F2: Comp S1 & S2

FIPSE Project, Second Cohort
Comparison Between The First And The Second Surveys

1______2______3______4______5
strongly disagree — strongly agree

(A).	Internship & Self-development	First Survey (N = 11)	Second Survey (N = 8)	Diff. (2nd - 1st)
1,	The internship helps me understand myself (e.g. goals, potential, aspirations) better	3.5	3.0	-.5
2.	In this internship, I understand more about the importance of:			
	i). responsibility	4.3	3.6	-.7
	ii). self discipline	3.9	4.4	.5
	iii). promptness	3.4	3.8	.4
3.	The internship experiences improve my skills in:			
	i). expressing myself	3.5	3.4	-.1
	ii). concentration	3.1	2.9	-.2
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways	4.3	4.3	0
5.	I am treated respectfully by the adults and other interns in the internship	4.9	5.0	.1
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded	4.0	3.8	-.2
7.	I have learned more about team work and how to cooperate with different people	3.3	3.5	.2

(Summary) **a) # of item with a value greater than 3:**
–1st Survey: 10 out of 10
– 2nd Survey: 9 out of 10
b) # of item showing positive change: 4 out of 10

F2; Comp S1 & S2

(B).	Internship & College	First Survey (N = 11)	Second Survey (N = 8)	Diff. (2nd - 1st)
1.	This GC class gives me an idea what college classes are like	4.3	4.7	.4
2.	This class I am taking in this internship improves my:			
	i). reading skills	2.9	3.3	.4
	ii). writing skills	3.5	4.3	.8
	iii). thinking/analytical skills	4.3	4.0	-.3
3.	I participated actively in the classes	4.2	4.3	.1
4.	I was prepared for the classes	3.6	4.0	.4
5.	I turned in the assignments on time	3.6	3.5	-.1
6.	I have a better understanding and expectation of post-secondary education because of the internship	3.9	4.1	.2
7.	I feel more comfortable taking on the academic challenge of college because of the internship	4.0	3.6	-.4
8.	I have a better idea how I can benefit from post-secondary education because of the internship	3.8	3.8	0
9.	I attended the (a), (b) & (c) regularly this quarter:			
	a) internship at Penumbra	3.5	3.8	.3
	b) bi-weekly meetings	2.6		
	c) the GC class	4.4	4.1	-.3

(Summary) **a) # of item with a value greater than 3 :**

-- 1st Survey: 11 out of 13

-- 2nd Survey: 12 out of 12

b) # of item showing positive change: 7 out of 12

(C).	Self & Staff	First Survey (N = 11)	Second Survey (N = 8)	Diff. (2nd - 1st)
1.	I feel comfortable with the internship staff	4.9	4.9	0
2.	It is easy for me to talk with the internship staff when I have questions or concerns	4.2	4.6	.4
3.	I feel that the staff are trying to develop rapport with me and care about me	4.5	4.4	-.1
4.	The staff get me involved and interested in learning	3.9	4.1	.2
5.	The staff are usually available when I need to meet with them	4.2	4.7	.5
6.	I get enough feedback from the staff about my performance	4.0	3.9	-.1

(Summary) **a) # of item with value greater than 3:**
-- 1st Survey: 6 out of 6
-- 2nd Survey: 6 out of 6
b) # of item showing positive change: 3 out of 6

(D).	Self & Other Interns			
1.	I feel comfortable with other interns	4.3	3.8	-.5
2.	I make friends with other interns	3.8	3.6	-.2
3.	I learn from other interns	3.4	3.7	.3
4.	Other interns make interesting contributions to class and group discussion	4.6	4.5	-.1
5.	Other interns are productive and cooperative in group work	4.6	4.4	-.2
6.	I enjoy learning with other interns	4.4	4.3	-.1

(Summary) **a) # of item with a value greater than 3:**
-- 1st Survey: 6 out of 6
-- 2nd Survey: 6 out of 6
b) # of item showing positive change: 1 out of 6

(E).	General Evaluation	First Survey (N = 11)	Second Survey (N = 8)	Diff. (2nd - 1st)
1.	I understand my privileges and responsibilities in this internship	4.3	4.5	-.2
2.	This internship is pretty much what I expected it to be	2.6	4.1	1.5
3.	The expectations of staff are reasonable	4.4	4.8	.4
4.	The requirements of interns are reasonable	4.5	4.9	.4
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	4.4	3.8	-.6
6.	What I have learned from the different parts of the internship are related to and support each other	3.8	3.6	-.2
7.	The content of this internship is interesting	4.5	4.4	-.1
8.	The assignments and work of this internship are challenging	4.4	4.8	.4
9.	The information presented (by staff, speakers, instructors etc.) are useful and stimulating	3.9	4.4	.5
10.	The internship improves my social interpersonal skills	3.5	3.1	-.4
11.	I feel included and supported in classes and theatre work	4.1	4.1	0
12.	What I have learned in the internship helps me in my school work	3.1	3.4	.3
13.	What I have learned in the internship helps me in my outside-of-school work	3.8	3.3	-.5

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		First Survey (N = 11)	Second Survey (N = 8)	Diff. (2nd - 1st)
14.	I am motivated to learn and do well in this internship	4.1	4.6	.5
15.	I have learned a lot from this internship	4.1	4.5	.4
16.	I am glad that I have joined this internship	4.5	4.9	.4
17.	I would recommend this internship to others	4.7	4.9	.2
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	4.4	4.3	-.1

(Summary) **a) # of item with a value greater than 3:**

– 1st Survey: 17 out of 18

– 2nd Survey: 18 out of 18

b) # of item showing positive change: 10 out of 18

(F). College Preparation

1______2______3______4______5

unsatisfactory — very satisfactory

		First Survey (N = 11)	Second Survey (N = 8)	Diff (2nd - 1st)
1.	To read college level books	4.4	4.5	.1
2.	To write college level papers	3.6	4.1	-.5
3.	To contribute to small group discussion	4.3	4.9	.6
4.	To plan study time, get assignments in on time	3.2	3.5	.3
5.	To select courses to meet an educational plan	4.3	4.1	-.2

		First Survey (N = 11)	Second Survey (N = 8)	Diff (2nd - 1st)
6.	To talk one-on-one to teachers and staffs	4.1	4.1	0
7.	To find friends and feel comfortable socially in college campus	4.2	4.2	0
8.	To live on my own, away from home	4.0	4.0	0
9.	To assert myself, ask questions	4.4	4.1	-.3
10.	To deal with university system like registration, financial aid etc.	3.9	3.4	-.5
13.	To properly manage time in order to balance the social and academic demands of college	3.6	4.1	.5

(Summary)

a) # of item with a value greater than 3:
– 1st Survey: 11 out of 11
– 2nd Survey: 11 out of 11
b) # of item showing positive change: 5 out of 11

(G). Educational Aspirations

--Realistically, when all things are considered, what level of education will you probably end up with?
(The numbers below indicate the frequencies of each response)

	First Survey (N = 11)	Second Survey (N = 8)
High school	0	0
Post-secondary technical/ vocational training or 2 year college	1	0
4 year college	4	5
graduate degrees (e.g. master and Ph.D)	5	2
Don't know	1	1
Total:	11	8

SECOND COHORT
SATISFACTION SURVEY #1

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
   --"getting together in a smaller group or class helped me out cause there was more of a focus on me as an individual I felt from the teachers. The discussion time periods we had were helpful"
   --"To me, the most important part is working in the theatre. That's what excites me."
   --"The class discussions."
   --"My instructor is Hack. Allison's is very open and very friendly. I've found that our staff is very helpful."
   --"The combination of Art, Academia and Real life. It's a hard core combo."
   --"You get paid and you get to read some good books."
   --"Classes and job at the theatre."
   --"When we watched movies."
   --"The people, the staff and Penumbra the made this all possible for minorities to get involved in."
   --"internship"
   --"classes"

7. **What is/are the least positive part(s) of this program?**
   --"The least productive part of this program is the college prep meetings with college reps and all that. I know where I want to go to school and how to get there, so, the information given is a little monotonous for me. But, I'm sure it is beneficial for other students."
   --"papers"
   --"That I don't start theatre work until May. The transportation is difficult for me sometimes because of my early class."
   --"Keeping up with the work."
   --"The people (interns) in it."
   --"All the journal writing."
   --"The meetings are too early in the day."
   -"classes"
   --"none" (2)
   --response missing (1)

8. **Can you name one or two aspects of the program which you think should be improved?**
   - --"I haven't experienced any aspects of the program besides Allison's class, and that's great."
   - --"The Tuesday's meetings."
   - --"Don't know yet."
   - --"Work schedule. The reinforcement on participation be more stern."
   - --"Individual class requirements not have to be in GC."
   - --"none" (2)
   - --response missing (4)

12. **Do you have any additional comments?**
   - --"I think this is a very good program that provide me with a lot of insights on literature and about college."
   - --"I think the program is really helpful to the students and should be given further support."
   - --"Was fun. See you next semester. Thanks!"
   - --"I think the program is a worthwhile learning experience."
   - --"I would like to say to Allison that you are doing a good job teaching, and thank you for staying on my back about my work. I will try to do better, and take to my teachers when I have problems with work."
   - --"I really enjoyed Penumbra and learned a lot in African literature. Allison is one of the best teachers I ever had. Don't want to leave that class. Penumbra really help my train of thoughts to improve, and I want to be in theatre more than ever. So stay strong with the program."
   - --no additional comments (4)
   - --response missing (1)

SECOND COHORT
SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) of this program?**
   --"It is a good experience working with minorities and having an African-American female teacher is great, because there are not too many of them teaching and I could really relate to her and the things she taught. In my school, I did not have that kind of setting. All my teachers were white. And now I have some kind of idea what an all black minority setting would be like at an all black college."
   --"Staff was really caring and tried to help you out the best they could"
   --The African-American Literature class taught by Allison was very beneficial to me, as well as the internship at Penumbra"
   --"The social gathering, the times when a stimulating dialogue is happening in class"
   --"I think the most positive part is when you have taken what you learned and produced you own piece of work"
   --"Linda's class. The flexibility, what is available for us to learn about"
   --"The most positive part of this program was the internship"
   --"The movies that we got to watch towards the end of the program"
   --"The positive parts of this program is learning about black literature and theatre and understanding them and getting more out of them"

7. **What is/are the least positive part(s) of this program?**
   --"It was basically transportation because I live so far away and sometimes it would be hard to get myself up and to feel like catching a bus so far and long away"
   --"I did not feel as if I am a part of the program. I did not have an ongoing relationship with the other interns or staff with the exception of Allison"
   --"Those Tuesday meetings, and the coursework is sometimes too much"
   --"none"
   --"Transportation. If you are not self-motivated, it is very hard"

--"The students lack of involvement with each other and in group activities"
--"All of the homework that was assigned"
--"too much smoking"

8. **Can you name one or two aspects of the program which you think should be improved?**
--"The way the intern program was set up. I think they should have the staff to communicate with us more instead of just telling you what your job is for that day and leaving it at that. I think there should be at least one person on staff who know where you headed in the future and try to give you jobs or help you do something that could be related to what you want to do in the future, that way, you could really get something out of the intern program"
--"More fun activities for interns so they can all get to know each other better"
--"Tuesday meetings"
--"Everything was great, there are no bad points"
--"Somehow, students should be encouraged more, or given incentive to participate in group activities. Also, I believe that the internship need to become more organized"
--"I think for next year's program, there should be field trips to places such as the Walker Art Center etc."
--"none"
--response missing (1)

12. **Do you have any additional comments?**
--"I am glad I participated in the program because it taught me a lot about self discipline and it bought my self esteem up a lot in many ways. It taught me how to talk and relate more and better to people. It was a good experience"
--"Thanks for a great year!"
--"I really enjoy the program. It was a great learning experience"
--"I think that this program is great and I would strongly recommend it to any of my friends"
--"I learned a lot in this program, and glad I came into it, and would recommend it to a lot of my friends that are juniors. I got involved in writing, literature, and a black theatre, so Thanks Penumbra, I will never forget this program!"
--"no"
-- response missing (2)

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Background and Introduction

General College/Penumbra Theatre arts internship is a secondary/post-secondary transition project aiming at promoting a successful movement of at-risk students into college. This project targets at those high school seniors especially minority students who have the potential and aspirations to succeed in higher education but whose background (e.g. socio-economic, cultural, or familial) leaves them at risk of failure. Through the project, these underprepared students are given an opportunity to take college level classes from the University of Minnesota General College and obtain arts internship experience with the Penumbra Theatre Company, St Paul. While the community-based engagement with fine arts can expose the interns to meaningful and sustained interactions with creative adults who value higher education, the university coursework can provide them with the actual experience of college. Thus, the university acting in partnership with the professional black theatre may shift the locus of support back to the cultural community of the students.[1]

The project is now in its second year of implementation. The first cohort of interns has finished high school. Some of them will start college this Fall. Although it is too early to say anything about their post-secondary transition and college performance, the data we have been collecting allow us to give a partial and preliminary evaluation of the project.

We have done three interviews and two satisfaction surveys to the interns. The three interviews were conducted in early January, end of March/early April, and mid June respectively. The two surveys were given in mid March and early June. In addition, we also collected some sporadic journal writing from the interns as supplementary information. Since this is an arts internship focusing on college transition, our evaluation themes concentrate mainly on four areas: (1) interns' perception of the meaning/purpose of the internship, (2) interns' personal evaluation of the internship, (3) interns' understanding of post-secondary education, and (4) interns' own post-secondary planning and preparation. We also gathered information on interns' categorical status (e.g. first generation college status, family financial situation, ethnic identification etc.) All of the interviews and surveys are abstracted and summarized in the appendixes attached. The following evaluative report is organized according to the themes mentioned above.

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[1] This background is extracted and paraphrased from the original and the revised proposals.

The Interns

According to our original proposal, we planned on recruiting interns from Minneapolis North High School and St. Paul Central High School because they are both core city high schools, with large enrollments of underprepared students, minority students and highly skilled students of all races and cultures. However, personnel at other high schools requested that their students be given a chance to participate, so the interns we recruited in the first year are more dispersed throughout the school system than we anticipated.

We had 18 students at the beginning of the internship, 7 males and 11 females. They were all seniors at the age of 17 or 18. 11 of them are African-Americans, 3 are Caucasians, 2 are Asian-Americans and 1 is Hispanic. 10 of them have at least one parent with a post-secondary degree and 6 of them have at least one parent with graduate training. 9 interns lived with only one of their parents, 8 lived with both while 1 intern lived with grandmother. In terms of family financial situation, 14 interns said they were about the same of better off than their friends and classmates. 7 interns had a high school g.p.a. of 3.0 or higher. 9 of them had already taken some college classes.

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Dropout and Response Rates

Not all the students who joined the internship could stay till the end of the year. For various reasons, many of them totally or partially dropped out. We started out having 18 interns, 5 were gone in the middle of the first quarter. Among the 13 who remained, 3 dropped out and 2 partially discontinued their participation at the end of the first quarter. During the first couple of weeks in the second quarter, 4 more interns left. We ended up with 6 students who stayed till the end of the second quarter and successfully finished the high school phase of the internship.

Although we have students leaving along the way, we managed to reach most of those who remained in the internship for our evaluations. We talked to all 18 interns in the first interview. We were able to contact all 10 remaining interns and 4 out of 6 remaining interns during the second and the third interviews. Among the 12 students that dropped out in the first year, we gave an exit interview to 8 of them. However, there are 4 students we could not follow through, they dropped out during the first couple of weeks of the internship. The response rates for our two surveys are satisfactory. We have 11 out of 13 interns who filled out the first survey and 5 out of 6 interns who did the second surveys (Names of the interns who completed the different interviews and surveys are also included in the appendixes, but the data in the summaries are anonymous).

Students' nonresponse and dropping out are expected in any evaluative research. While the response rates we secured represent our best possible efforts, a total dropout rate of more than 60 % is something we should be careful about. When we asked the interns why they decided to withdraw, they usually gave two types of reasons: (1) insufficient time or schedule, and (2) dissatisfaction with their internship experience (refer to the Exit Interview Summary). Complaints against the different parts of the internship range from lack of planning and coordination, unclear expectations, discipline problems, messed up internship schedule to wasting time. It is not the way we anticipated but these complaints are not surprising. As mentioned in the revised proposed, "the internship was late in developing, the course was subsequently late in coordinating, and things did not come together satisfactorily." These would lead to confusion, dissatisfaction and withdrawal of some interns. Whether more experience and time for planning can improve the internship in the subsequent years has yet to be found out.

We cannot estimate how the dropout and nonresponse of the interns would affect the quality of the data we collected. However, the demographic status of the withdrawn interns is not much different from those who stayed in the project. The information missing from the withdrawn and nonresponding interns do not seem to systemically bias our existing data. In addition, this project uses a very small sample (20 interns per year). It does not aim at yielding very generalizable results. Rather, an in-depth study of the interns' opinions over time can mean a more insightful exploration.

Hypothesis of the Internship Project

This internship intends to use community-based support and community-based transitional activities to help the at-risk students understand and/or prepare for higher education. Sometimes, the way interns perceive a project is different from the way the project is proposed. Moreover, interns' understanding of the meaning of the internship may not be the same reasons for their joining. In our evaluation, we asked the interns explicit questions about the purposes of the internship and what did they want to get out from it. We also use indirect questions to examine if this project intention is properly understood and reflected in its implementation.

a) Meaning of the Internship and Reasons for Joining

Questions of purpose/meaning were included in the first and the second interviews. Interns' responses can be classified into four categories: (1) academic, (2) theatre-related, (3) social, and (4) personal. Academic statements can be as general as 'for college preparation/transition', 'to have a head start in college', or as specific as 'to foster writing, creative problem solving or communication skills'. Typical theatre-related statements range from 'to learn about the different aspects of theatre', 'acting and performing experiences' to 'know more about Penumbra'. Social statements (e.g. to meet different people and learn different perspectives) and personal statements (e.g. get new experiences and stimulation), although brought up by some interns, are not directly related to the themes of this projects.

In the first interview, interns gave a total of 29 meanings for the internship, about 45% of these purpose statements are academic, 34% are theatre-related, only 12 % are social or personal purposes. They gave a total of 53 reasons for their participation, about 34% of these reasons are academic, 25% are theatre-related, 25% are theatre related, 15% are social and 27% are personal. According to the interns, the goals of this internship were basically academic and theatre-related. While their participations were mainly due to academic reasons, theatre-related reasons were as frequently cited as personal reasons. In addition, social reasons also played a significant role.

In the second interview, interns gave 27 meanings for the internship, 59% are academic, 22% are theatre-related, 11% are social and 7% are personal. Among the 23 things they wanted to get out of the internship, 43% are academic, 43% are theatre-related and 14% are social. Here the discrepancy between the meanings of the internship and interns' expectations is more noticeable. While they perceived the internship as mainly academic, theatre-related reasons were as important as academic reasons for their participation. On the other hand, social reasons have drastically lost its significance.

Despite of the percentage change in the different categories over time, the idea that this is an arts internship focusing mainly on college transition is generally understood and properly responded by the interns.

b) Penumbra as a Home Community

According to the proposal , Penumbra Theatre would act as the home community for the interns. Sustained activities at Penumbra would provide a base of continuity through their transition year.

When we asked the interns, 7 out of 18 said they had neither visited nor heard about Penumbra before they joined the internship, 4 said they had heard about it but they had never gone there. Only 7 interns went to Penumbra before, 2 went there for plays and 7 went for summer programs. Since the interns came from all over the Twin-Cities, Penumbra did not start off as their 'home community'. However, many interns joined the project because of their interests in theatre and most interns are minority students, so Penumbra Theatre as the only black professional theatre in Minnesota should have great potential to develop meaningful rapport with the interns.

c) At-risk Students as Targets

This internship targets at those underprepared students who do not know traditional, university intellectual engagement. Due to the delays in personnel hiring and project development, we did not have a chance to carefully specify the meaning of 'at-risk'. On the one hand, every student is at-risk in some ways, on the other hand, 50% of our interns had post-secondary experiences before they joined the internship and

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more than half of our interns have parents with a college degree or higher. So how 'at-risk' are our interns and how different they are from other regular high school seniors cannot be determined.

We asked our interns who would benefit from this internship. In the first survey, only 3 answers out of 11 were related to the idea of 'at-risk' (e.g. 'students intending to attend the GC and whose only contact with college would be this program). In the second interview, only 2 out of 8 responses were relevant to the status of 'underprepared' (e.g. 'people that need help in filing out forms, people that need someone to point out what direction to take). While our staffs might get a feel of who were at risk, many interns viewed this internship as just another post-secondary option that usually serves the above average students.

Interns' Evaluation of the Internship

a) At the Beginning of the Internship

When we interviewed the interns in January, we asked them what would they be doing in this internship. 50% of them (N=18) were able to mention the writing class by themselves, 72% were able to mention the theatre work without our probing, only 30% of the students could tell us how many internship hours they were expected to put in, about 55% envisioned some connections between the classes and the theatre work.

We also asked the interns if the program was well-explained to them, only 5 out of 18 interns (about 28%) said that they know what they were getting into. Most of them still had a lot of confusions and unclear expectations about the internship (e.g. who were they working with, what areas they were working in or how much time were expected etc.) when it started out.

b) At the End of the First Quarter

We did a satisfaction survey at the end of the first quarter. Interns were asked to evaluate the project in the four areas: (1) internship and college preparation, (2) self and staffs, (3) self and other interns, and (4) general evaluation on a scale of 1 to 5 with 1 as the least successful and 5 as the most positive. As a rule of thumb, a rating of 3 or above would be satisfactory. We found that the interns evaluated the social aspects of the internship most positively (all of the 12 items have an average value greater than 3), particularly in their relations with other interns (5 out of 6 items in this section were rated 4 or above). However, they were not as satisfied in the college preparation aspect of the internship, 5 out of 8 items have a rating below 3. The interns did not think the writing class they took prepare them for college or helped them understand about post-secondary education. In the general evaluation section, 10 out of 18 items were satisfactorily rated. But the interns did not think the different parts of the internship were well-planned or related to each other. The internship did not turn out as what they expected. Its content and work were not interesting or challenging enough. It had minimal relevance to their school work or outside-of-school activities.

Results from the second interview are consistent with the first survey findings. While most interns enjoyed the acting class, the talks given by the guest speakers in the writing class and the hands on work at Penumbra, they explained that the internship was poorly planned and uncoordinated. They were also bothered by its unclear/changing expectations and classroom problems

c) At the End of the Second Quarter

In the second quarter, the acting class was cancelled due to low attendance rate. Most interns, except one, did not get to do any theatre work at Penumbra. Therefore, the writing class was the main activity for the interns.

Although the first quarter writing class had a lot of problems, interns evaluated the class in the second quarter much more favorably. 4 out of 8 interns regarded the class as the most helpful and useful part of the internship. Some said that the class was well coordinated.

This positive change in the evaluation of the writing class is more noticeable in the second survey. When interns were asked about the college preparation aspect of the internship, they gave a rating of 3.5 or above form all 11 items. Although about 50% of the interns had taken some post-secondary classes or participated in some college preparation programs, they thought that the writing class in the second quarter gave them an idea of what a real college class was like. It also improved their academic skills. In addition, they got a better understanding of what post-secondary education expected and they knew better how they could benefit from it. So, they felt more comfortable taking on this academic challenge. Many of these academic-related evaluations in the second survey improved by a value of 1 or more, which is very significant on a scale of 1 to 5.

The evaluation of the social aspects of the internship have also been improved over time. Interns felt that the staffs were supportive and helpful. In the section about "self and staffs", 3 items out of 6 indicate a positive change of 0.5 point or more. Moreover, students expressed that they liked learning with other interns and enjoyed the group discussions.

Some general aspects of the internship were still below satisfaction (e.g. the coordination of the internship was still rated below 3.0). However, interns thought that the planning and connections of its different parts had been improved. The content of the internship was more interesting and relevant to interns' school work and outside-of-school activities. Their overall rating of the program was better at the end of the second quarter.

Interns' Understanding of Post-Secondary Education

a) Post-secondary Options

We asked the interns what were the different kinds of post-secondary school and what were the differences among them. These question seemed to be the most difficult for them. Interviewer needed to probe a lot and the answers interns gave are very disorganized.

All interns got an idea that there are more than one type of post-secondary school. They mentioned something like : university, 4 year college, technical school, 2 year school, private school, junior college, TVI, undergraduate, vocational school, community college, art design institute, business school etc. They seemed to just throw in everything that was in their mind. The way they categorized and described the schools are very confusing. In consequence, they were not able to tell clearly or systemically the differences among the schools they mentioned. Generally, they would say something like : university was bigger than community college, junior college or community college was 2 year which prepared you for 4 year college, technical school was more geared toward certain fields, private college was more expensive but better than public college. In the way, their understanding is not entirely inaccurate but it is too unclear and broad.

b) Differences Between High School and College

Interns unanimously said that they were not satisfied with the kind of education they had received during their high school years. Among all of the complaints (n=40), 28% were against their teachers. They said their teachers either did not care about teaching or they had attitude toward students. There were 7 complaints (18%) about the school curriculum not being culturally diversified enough. Other complaints range from classroom problems, misallocation of school resources, limited choice and freedom of what the students want to learn, to poor rules and administration. Almost every aspect of school one could think of were criticized.

While their impressions of high school were negative, they saw a more desirable image about college. In college, they would be treated as adults, being respected more. They would have more study to do but the learning would be more independent and self-motivated. Teaches are more educated, choices of class are wider, classes are better organized. Students in the classroom would be very disciplined and quiet because they are there to learn. Generally, resources in college are more and better. There are a lot more social activities on college campus for everyone, for different individual interests. With the exception of higher cost and more complicated registration procedures, interns generally thought that college would be a better learning environment, much superior than high school.

However, some of these understandings about higher education are exaggerated. For instance, one intern, in illustrating the heavy workload of college, said that you had to read 500 pages in a week for a college class but you were given two weeks in high school to finish 200 pages. As a reaction against their high school experiences, some interns tended to over-idealize college learning. One student said, "In college, you have people who want to learn and want to be there. They can empower their teachers." We also heard this, " Teachers are very interested in what the students say. The attitude of teachers learning from students is just as much." Another intern concluded, "College is like a democracy while high school is facist." Their perception about college is not always consistent. For example, one student said that college students were more individualized, so they did not interact with people outside of their groups. However, another student told us that in college, you got certain friends while you knew everybody.

There is some truth in the way they understood college although it is naive and biased at times. It would be useful and interesting to follow these interns through their first year of college and see if their perception remain unchanged.

Interns' College Plan and Preparation

a) Post-secondary Plan

We asked about the interns' educational plan every time we interviewed them. In the first interview, 15 out of 18 interns said they wanted to go to college, the ratio became 13 out of 14 in the second interview and 8 out of 8 in the third interview. While some interns who had no intention for college may have dropped out of the program, we did have at least one intern who raised her educational aspiration from high school to college.

In addition, interns were asked about their reasons for going to college. Most of their reasons can be classified in four types : (1) knowledge/education, (2) better job, (3) higher income, and (4) personal development and satisfaction (e.g. to develop who I am, to find my goals and strengths etc). In both the first and the second interviews, personal development remained the most frequently cited category (31% and 23% of all the reasons mentioned in the two interviews respectively). Following personal development were better job (25%), knowledge (22%) and better income (8%) in the first interview. The sequence is a little different in the second interview : knowledge came second (23%) while better job and higher income were equally frequent (15%)

While most interns (12 out of 18, 10 out of 14, and 4 out of 8 interns in the three interviews respectively) were able to give a reasonable estimate of the cost of college, there were always a few of them who were either ignorant about the financial demands of higher education or unrealistic about the estimation. For instance, these are the numbers one student gave, " A few thousands, no more than a few, over 10, but less than 100." Another student said that out-of-state tuition, room and board together would cost $2000 to $5000 a year. In light of that, an informed transition may require a re-emphasis on the understanding of the financial demands of college.

b) Interns' College Preparation

In our two satisfaction surveys, interns were asked to evaluate themselves in terms of their readiness and preparation for college. The 13 items include (1) academic skill like reading, writing, math, science, time management, educational planning and (2) social skill like group discussion, teacher-student relationship, finding friends etc. In the first survey, except for the items on science and math, interns gave themselves an average of 4.0 or above (in a scale of 1 to

5) on all items. Although some of our intern had previous post-secondary experience, such a high self-rating seems exaggerated.

The same items were given to the interns again in the second survey. Interestingly, while interns' evaluations of the project indicate a lot of positive improvements over time, their self-rating of college preparation are characterized by many negative changes. In the second survey, 12 out of 13 items were rated 3.0 or above, this shows that the interns regarded themselves satisfactorily prepared. However, they rated themselves less favorably than before, particularly in skills like college level writing (a decrease of 0.8), finding friend and feeling comfortable socially on college campus (a decrease of 0.9), math (a decrease of 0.4), time management (a decrease of 0.4), and talking one-on-one to teacher (a decrease of 0.4). Taking a more serious college class on campus with other real college students seems to give them a real taste of college and a more realistic understanding of themselves and their abilities.

Consistent with this finding is the changes in interns' educational aspirations. We asked the interns what level of education did they want to obtain. In the first survey, except for one student who only aimed at high school, the other interns (10 of them) were not happy with just 4 year college, they all wanted graduate degree. In the second survey, we had only 7 interns : 2 of them chose 4 year college while 5 selected graduate training. The student who only planned on finishing high school before moved up while the proportion of people who expected graduate degrees decreased.

Conclusion

The idea of using acts internship as a bridge for college transition seems clear to the interns. Unfortunately, we had a discrepancy between the theory and its implementation. Coordination of the different parts of the internship were less than optimal. We had delays in planning, mess up in scheduling, behavior problems in the classroom. Students did not knows what they were expected. Their confusion and dissatisfaction did hold them back. However, the internship corrected itself in the second quarter. Although we ~~had~~ less activities for the interns to do, these activities (mainly the waiting class) were better organized and more meaningful. Thus, the interns were able to get a good sample of college. This is reflected in their more realistic self-evaluation on college preparation. Moreover, many interns did enjoyed the theater work, the acting class and the guest speakers. A lot of them gave us favorable and supportive final comments (e.g. the vision of this internship is very noble, it has a lot of potentials, I have learned a lot and I am glad I did it). I will quote from an intern to sum up this preliminary evaluation : " This internship was young and just a first major attempt. You just organize it a little better. I really thought it was pretty good for something just starting out."

FIPSE PROJECT, FIRST CADRE, FIRST INTERVIEW

BRIEF SUMMARY

DATE: MAY 13, 1992

F1; Int1; ID

FIPSE PROJECT FIRST COHORT FIRST INTERVIEW

ID NUMBERS OF THE INTERNS (N=17)

1101	11PA	Paul Allshouse
1102	11MM	Monishae Mosley
1103	11EH	Eric Haugee
1104	11DJ	David Jenkins
1105	11LP	Lynn Park
1106	11CW	Chamindika Wanduragala
1107	11SS	Shalinda Sherrod
1108	11XT	Xiomora Thompson
1109	11KF	Kari Field
1110	11PM	Paul Murrell
1111	11LB	Lutrenze Butcher
1112	11CG	Cassandra Green
1113	11FP	Felicia Prescott
1114	11SC	Shown Cochran
1115	11LeP	Leshelle Paige
1116	11CS	Christian Scott
1117	11DA	D'Juan Agnew

NOTE:	1101	COHORT NUMBER
	1101	INTERVIEW NUMBER
	1101	INTERN NUMBER

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1. **How did you find out about the Penumbra/General College internship?**

Allison / Acting Class	7
Vincent / Acting Class	3
Lou (post-secondary connection)	2
brochure / post-secondary	2
friends only	2
friends also	1
school authorities	2
newspaper	1

2. **What are your reasons for joining the internship? Please give as many reasons as you can think of.**

Theater	
interest in theater	4
interest in Penumbra	2
get involved in theater-related experience	4
like acting and performing arts	3
Skills	
communicating skills and expression	2
writing	4
creative problem solving	3
related to future occupation	3
Social	
work with or meet new people / like the people	5
friends are in	1
culturally diverse experience	2
Academic	
college transition / preparation	3
college credit	4
high school credit	2
Others	
new experience, stimulation	5
sound interesting / fun	1
just sampling	1
fit my schedule	1
good location (Penumbra)	1

3. **Was the internship program well explained to you? (In other word, do you know what you are getting into?)**

Well explained before program started	5
Well explained after program started	7
No	3
Yes and No	2

it was explained but not very well, still had some questions about the details (e.g. time commitments, who are we working with, what areas)	2
brochures unclear and too basic	3
orientation didn't bring up issues	1
only after talking with Allison in her class	7

unclear on free transportation	1
brochure self explanatory	1
Allison presentation in school	1
totally messed up	1

4. What will you be doing in this Penumbra/General College internship? (What components does this internship consist of?)

Was able to mention classes	9
mentioned classes when probed	8
Was able to mention internship work	13
mentioned internship work when probed	4
See connection between classes and internship	10
Did not see connection	4
Was able to mention number of internship hours	6

How are the college classes and internship work connected?

creative problem solving taught us different ways to do things, different ways to approach a problem. These skills can be applied to many contexts including the internship	5
writing class always talked about what we did in the theater	2
both require writing	1
both require communicating skill	1
both require thinking / reasoning skill / concentration	2
both require working with others and working with your surrounding	2
thought drama class is part of the internship hour	3
acting class more related to theater, prepared us in what we are going to do/see in internship	2
didn't see how they are related but have a feeling that they somehow related	2
time management	2
give you a guideline where in college you want to go, what type of major	1

5. According to your current understanding, what is the meaning of this internship? (In other word, why are you doing the activities you have just described? What will you get from this internship?)

to learn about theater, how it works, etc	8
for college preparation and transition; to have a head start in college	9
to let people know about the Penumbra	1
to be responsible and to learn how to handle your own situation	2
to work with different people and to be tolerant of others	1
to learn something that we are interested in	1
give you skills for real life e.g. speaking up	1
foster the one-to-one respectful instructor-student relationship	1
help Penumbra e.g. make their props	1
to give us experiences	1
to give people different perspectives on how to solve problems	1
to get credits for high school and college	2

Note: answer with hesitation or "I don't know" 5 .

6. Prior to joining the internship, have you ever come/gone to the Penumbra theater?

Have come to Penumbra theater before	7
Have never come to Penumbra but have heard about it	4
Have neither come nor heard about Penumbra before	6

7. How often do you go/come to the Penumbra Theater?

once	1
2 - 3 times	3
4 times	1
5 times or above	2
N/A	10

8. What have you done in the past when you came/went to the Penumbra?

Plays	2
Summer program / acting class / Lou's class	5
N / A	10

9. What do you know about the Penumbra besides that it is a theater? (Do you know other services, classes or functions etc that Penumbra offers?)

black theater working with Afro-American perspective and experience	8
summer workshop	2
programs for old people	2
programs and classes for kids	2
post-secondary programs (including this internship)	2
writing contest, promoting black playwrights	2
don't know anything	8

10. How do you know this information about Penumbra? (probe: From whom, where etc)

Word of mouth (Lou)	3
Advertisement	1
Penumbra propaganda / talk in school	1
Class / teacher (High school acting class)	3
other sources / not sure	2
N / A	7

11. What other organizations or communities do you go to for outside of school activities or social support?

Able to mention at least one organization	10
No affiliation with any organization	5
Work	3

Types of organizations mentioned:

Theater/theater-related: Great American History Theater, Children's Theater, Theater de la Jeune Lune, theater at high school.and art programs
Church/Church-related: faithful friends through church, NKPYC (National Korean Presbyterian Youth Council), youth group through church
School/School-related: student council, Upward Bound Program
Sport activities: basketball, golf, Tae Kwon Do, Hap Kito, swimming
Others: ACT-So (Afro Academic Cultural Technological-Scientific Olympics)
NYLP (National Youth Leadership Project)
YELD (Youth Educational Leadership Development)
Black Achievers
NAI (Negro Airmen Internationals)
SWI (Students for World Improvement)

12. **What are the different kind of school one can go to with a high school diploma? Can you give example of each type.**

(Please send enclosure).

13. **What are some of the differences among the type you have mentioned? (Can you think of more?)**

(Please see enclosure).

14. **What do you think are the important outcomes of post-high school education for you?**

learning, education, knowledge	8
preparing for career, better job	9
better off economically and higher pay	3
finding oneself (goals, talents, strengths)	6
to be responsible, independent and self sufficient	3
gain respect and higher place in society	2
better relation with others	2
prepare for life (e.g. practical skill like how to write resume, be on time, etc)	1
accomplish something, make an impact on others	1
going nowhere without post-secondary education	1

15. **Which type of post-high school education do you plan to get? Is there a specific school you want to attend?**

Types of post-secondary options mentioned:

college/university education	15
secretary training	1
work	1
intention for graduate studies	4

Types of schools identified:

public/state colleges	8

private colleges	6
black colleges	3
technical training	2

All of them identified at least one school they want to attend.

16. Why do you want to go to (answer of #15)? Please give as many reasons as you can think of.

good program in my area of interest	7
close to home, family-connection	5
relatives there	3
cultural reason (exposure to one's culture)	3
for the place, and weather	3
prestige of the school	1
away from home, independent living	1
lenient to get in	1
budget reason, cheaper	1
small and personal	1
big and diversified	1

17. When did you first think about going to (answer of #15)?

Remote thoughts about attending college:

always assumed so by family	5
6th to 8th grade	3
9th to 11th grade	3
senior year	4

Serious thoughts about college to actually identified the specific ones:

sophomore year	6
junior year	1
senior year	2

18. Who has/have the greatest influence on your plan to attend (answer of #15)?

parents	6
relatives and friends	4
myself alone	4
basically myself although with family expectation/encouragement	5
internship	1
people whose lives are screwed up e.g. homeless people or people on welfare	1

How does/do that person(s) show support or encouragement?

talking, reminding and nagging the interns	4
set example to the interns (e.g. themselves graduated from college)	4
offered information, explained expectation	2
financial support	2
offered practical help (e.g. set up dorm)	1

internship experience made college real	1

19. What do you want to study in (answer of #15)?

Theater sounds / lighting	1
Dance / broadcasting	1
political science / African-American studies	1
African studies	1
Acting / Theater	2
Studio Arts	1
Communication / sciences	1
Business	1
Liberal arts	1
Teaching	1
Black history / media arts	1
not sure / undecided / unanswered	5

20. Does (answer of #15) has the subject you want to study?

Yes	10
Not know	5
Has one, but not the other subject	1
N/A	1

21 (a) What are the academic skills you think are important to success in higher education?

writing	8
math	7
reading	5
communication	5
time management, set priorities, be on time	4
getting along with people	3
English	3
self knowledge, know your ability and limit	3
self determination, discipline and motivation	3
verbal articulation	3
listening	3
independence, getting along on your own	2
common sense and knowledge about the world	2
problem solving	2
concentration	2
note taking	1
critical thinking	1
analytical thinking	1
creativity	1
computer skills	1
biology	1
social sciences	1
open-mindedness	1
know how the system work, know what is expected from you and where to find information	1

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(b) Compare yourself to other students in your class, how academically prepared do you feel you are for higher education? Do you feel you are __________ prepared.

much more	3
somewhat more	6
about the same	6
somewhat less	2
much less	0

22. What are the non-academic skills you think are important to success in higher education?

social skill, being friendly and get along with others	9
communication, being able to express yourself	6
time management, promptness	3
open-mindedness	2
know yourself	2
confidence	2
leadership	2
sports	2
how to handle stress	2
organizational skills	2
self-motivation, be serious about study	2
independence, able to be alone	1
adaptation skills	1
imagination	1
how to present yourself, how to carry yourself	1

23. (a) What social skills and personal characteristics do you think a student probably needs in order to adjust well in post-secondary education?

be open-minded, accept other people and their viewpoints	5
be friendly and get along with others	5
motivation, determination	4
accept change, be adaptive	3
communication skills	3
know yourself and be yourself	3
self confidence and self-assurance	2
sense of humor	2
endurance and patience	2
able to take critique	2
independence	1
leadership	1
organizational skill	1
promptness	1
be aggressive	1
be strong	1

(b) How socially prepared are you as compared to your classmates?

much more prepared	6
somewhat prepared	5

about the same prepared	5
somewhat less prepared	1
much less prepared	0

24. **Do you know approximately how much money per year post-secondary education will cost you?**

Able to Estimate?	
Yes	13
No	4
Estimate reasonable?	
Yes	12
No	1
N/A	4

25. **How do you plan to support your post-secondary education? (How many different sources of financial support can you think of?)**

financial aid	10
scholarship	7
job/work	7
grants	6
family support	5
co-op/work program	2
trust fund	1
Indian fund	1
student loans	1
family support will not be available	2
will try to stay away from student loans	2

26. (a) **How many hours per week do you put into study now?**

0 - 5	7
5 - 9	1
10 - 15	2
15 - 20	3
20 - 25	2
not know	2

(b) **How many classes are you taking now (including the General College class)?**

3 (include GC)	2
4 (include GC)	1
5 (include GC)	3
6 (include GC)	5
7 (include GC)	4
8 (include GC)	2

(c) **How many credits are you taking now (including both high school and college credits)?**

3 High School credit + GC credit	1
4 High School credit + GC credit	3
5 High School credit + GC credit	2
6 High School credit + GC credit	6
12 credits total	1
not know/find it difficult to explain	4

Know how many credits the GC class is?

Yes	7
No	10

27. **How many hours per week do you expect to spend on studying when you go to (answer in #15)?**

5 - 10	3
10 -15	2
15 - 20	2
25 - 30	1
30 - 35	1
35 - 40	1
40 +	1
unanswered / not sure / depends on workload	6

28. (a) **Do you currently have any outside responsibilities that may interfere with your ability to do your school work?**

(b) **If so , what are they?**

work/job	10
theater-related activities	3
sports	3
church	1
household responsibilities	1
commitment to friend	1
school activities	1
other (take care of car/dog)	2
no	4

(c) **Is it likely that this situation will change or improve when you go to (answer in #15)?**

Yes, it will improve	3
Yes, I will be busier	6
No, it will be the same	7
Don't know	1

29. (a) **Can you see any connections (or similarities) between work (or responsibility) outside-of-school and your classroom work?**
(Do you think what you have learned in the classroom help you in your work? Do you think what you have learned at work help you in your academic study?)

connections in both academic and non-academic skills	6

connections only in academic skills	2
connections only in non-academic skills	7
no connection in either academic or non-academic skills	2

(b) **If yes, what are they?**
If no, or not sure, why not?

Academic skills applied to outside of school:

English	2
Math	4
History	1

Non-academic skills useful inside and outside of school:

getting along with people, able to communicate and put up with others	7
responsibilities	4
time management	4
discipline, self-motivation, dedication and hardworking	4
creativity problem solving	2
able to organize	1
handle stress	1
pay attention	1

30. **Is there anything about higher education that you are especially looking forward to? (Probe: Are these all?)**

new knowledge/chance to learn	5
meet new people	5
independence/freedom	4
new atmosphere, change scenery/new stimulation	2
decent weather	1
prepare one for life	1
figure out what to do with life	1
get away from people who don't want to learn	1
meet the challenge	1
sports	1
want to see difference between college and high school	1
others (improve math, be a broke student)	2
nothing exciting about college, just want to graduate	2

31. (a) **Is there anything about higher education that you are not especially looking forward to? (Probe for more)?**

homework/paper/tests	6
money/cost of education	4
lose sense of identity in big classes/impersonal	2
the transition/finding out about the new place	2
getting a stranger as a roommate	1
too much freedom	1
too much time	1
stress	1
leave home/live on your own	1
others	1

nothing not looking forward to	1

(b) Is there anything about higher education that really worry you or scare you a great deal?

money/cost of education/how the financing works	4
not able to graduate	2
not perform well	2
not fitting in	2
time management/procrastinating	1
campus safety	1
too many student/too large class size	1
lots of homework	1
not aggressive enough	1
nothing to worry about	1

32. What do you feel will be your greatest challenge about (answer in #15)?

just finish it and graduate	5
come out with good grades	4
have self control, discipline and motivation	3
balance school work and social activities	3
learning and using new information	2
adjusting to the different expectations and styles between high school and college	2
getting assignments in on time	2
learning how the system works	1
live up with others' expectation	1
make a name for myself at that college	1
keep up with my faith in the new environment	1
handling all the people	1
homework	1

33. Are you a senior now or are you a junior?

Senior	17

34. (a) What is your current high school g.p.a.?

1.5 - 2.0	1
2.0 - 2.5	5
2.5 - 3.0	4
3.0 - 3.5	6
3.5 - 4.0	1

(b) Have you taken any college classes?

Yes	9
No	8

If yes, what is your g.p.a. for the college classes that you have taken?

4.0	2
3.0 - 4.0	1
2.5 - 3.0	1
failed	1
Not know (but have taken college class)	4
N/A (have not taken any college class)	8

35. Do you live with either one of your parents?

Yes	16
No	1

36. If so, do you live with both of them, or one of them? (Probe: which one?)
39. (a) If no, who do you live with?
(b) How long have you been living with (that person)?

Both	8
Father	1
Mother	7
Others (Grandma - 3 years)	1

37. What is/are your parent(s)' educational levels?
40. What is the educational level of the person you live with?

Intern(s) living with Father	
high school grad	1
Intern(s) living with mother	
high school grad	3
2 years college grad	1
college grad	2
Ph.D.	1
Intern(s) living with both parents	
father Master's / mother Master's	1
father Master's degree / mother technical school grad	1
father Master's / mother HS grad	1
father Pd.D / mother HS grad	1
father technical school degree / mother community college grad	1
father HS dropout / mother community college grad	1
father HS grad / mother HS grad	2
Intern(s) living with others	
grandma HS grad	1

38. What is your father's occupation?
What is your mother's occupation?
(Probe if unclear: what are his/her major job responsibilities?)

41. What is the occupation of the person you live with? (Probe if unclear: what are his/her major job responsibilities?)

Intern(s) living with Father

Engineer	1

Intern(s) living with Mother

Job placement specialist	1
Pre-school teacher	1
Elementary school teacher	1
Professor	1
Accountant	1
Not working	1

Intern(s) living with both parents

father trainer / mother program coordinator	1
father police officer / mother secretary	1
father computer consultant / mother social worker	1
father researcher / mother artist	1
father electrician / mother control data operator	1
father security guard / mother maintenance person	1
father physicist / mother hospital technician	1
father manger / mother nurse	1

42. Compared to your friends and classmates, how would you evaluate your family financial condition? Do you think your family is financially ________ than others?

much worse off	0
worse off	3
about the same	8
better off	4
much better off	1
unable to answer	1

43. How would you describe yourself ethnically?

Afro-American	10
American Indian	0
Asian American	2
Hispanic	1
Caucasian	3
Decline to answer	1

44. Sex

Male	6
Female	11

45. What is your age?

17	13
18	4

46. Do you have any comments or questions?

Reconstructed comments and questions:

It is fun and interesting. I am excited and looking forward to it.	4
I like the people (staff and interns). They are very different and diversified	2
I enjoyed Allison's class.	2
I'm a little disappointed with our first class meeting due to disciplinary problem	1
It is better than what I expected	1
It is different from what I expected. I thought it would be more related to theater than writing	1
What are you going to do with these interviews?	1
Is this Penumbra program helping us?	1
No additional comments	11

FIPSE PROJECT, FIRST CADRE,
SECOND INTERVIEW
BRIEF SUMMARY

DATE:
September 21, 1992

F1; Int2; ID

FIPSE PROJECT FIRST COHORT SECOND INTERVIEW

IDENTIFICATIION OF THE INTERNS (N=14)

12DA	D'Juan Agnew	(2D, long)
12LB	Lutrenze Butcher	(2, short)
12SC	Shawn Cochran	(2, short)
12KF	Kari Field	(2D, long)
12CG	Cassandra Green	(2, short)
12EH	Eric Haugee	(2D, long)
12DJ	David Jenkins	(2, short)
12MM	Monishae Mosley	(2, short)
12PM	Paul Murrell	(2, short)
12LP	Lynn Park	(2D, long)
12CS	Christian Scott	(2, short)
12SS	Shalinda Sherrod	(2, short)
12CW	Chaminidika Wanduragala	(2D, long)
13LeP	Leshelle Paige	(2D, long)

NOTE:	12DA	COHORT NUMBER
	12DA	INTERVIEW NUMBER
	12DA	INTERN'S INITIALS
	(2, short)	SHORTER QUESTIONNAIRE FORM #2
	(2D, long)	LONGER QUESTIONNAIRE FORM #2D

1. **What is your career goal? If you do not have a specific one, what kind of job do you like to do in the future?**

(DA)	accounting, taking classes in office management
(KF)	get a MA and a creative job
(EH)	professional actor or work with public interest group
(LP)	jobs associated with theatre and visual art
(CW)	something that help people, also like to work on art, so maybe art therapy that help the physically disabled
(LeP)	childhood education

2. **Are you satisfied with the kind of education you have received during your high school years? Why?**
4. **What are the things about the high school system that might restrain you from learning?**

some teachers don't care about students and their learning	8
curriculum is not culturally diversified enough. It basically follow the white male culture	4
too much discipline problems in the classroom	4
teachers have attitude problems. They look down at students, stereotype them	3
school is not set up for average students, most of the resources are allocated to special programs (e.g. elite program or sports)	3
no minority teachers	2
mandatory education, students are forced to go to school. Many of them are not there to learn, they don't want to be there	2
administration is lacking in some areas	1
small choices of class	1
students are treated as mechine instead of as individual	1
when they moved the 9th grade up to high school, I lost out on some cerdits	1
school has done nothing to prepare me for college, there is no post-secondary option	1
the ways students are related to each other and the ways they learn are too competitive	1
a lot of stuff taught are dull, obvious and irrelevant	1
school is ruled by selected few, student government has no say	1
I go to an open school where you design your own curriculum. I did not take adequate Math so I'm behind in Math now	1
you are not allowed to be creative	1
I want to learn about things I want to learn, not what they want me to learn	1
the way a course is taught, you need to memorize and they do not teach you how to apply	1
rules are poorly structured and unreasonable	1
the Afro-American history class is an elective rather than a required course. If we gor to learn about them, they should learn about us too	1

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Is there anything the high school can do to improve or change?

curriculum should be more diversified racially/culturally, so students can learn about other races and their contributions	1
counselors should be more concerned about who graduate at what time in order to properly help students plan	1
there should be more counselors	1
teacher should not be biased	1
classroom should be an open environment	1
education should be stressed within yourself instead of making it mandatory	1
need alternative style of learning/teaching, more personal and individualized because not everyone can be lectured and get something out of it	1

3. **From your current understanding and experiences, how is high school learning different from college learning? in term of:**

i) teachers' expectations

high school teachers will hold your hand, motivate you, push you and remind you about your work	5
college teachers expect more, they give you more work and you learn more	4
college teachers do not assume you are smart or dumb, they don't care. All they expect is that you should your work in on time	4
college teachers expect you to be an adult, more mature and responsible	2
high school teachers expect you to goof off. It is easier to get around in high school	2
college teachers prepare you for the outside world while high school teachers prepare you for college	1
high school teachers don't care about teaching, they just work from 7 to 3	1
high school teachers expect you to write papers on topics you are not interested in, so you don't put any of your uniqueness into your papers, whereas college teachers expect something more unique and individualized	1
high school teachers assume that I am not smart, they give credit if I just show up	1

ii) teaching and learning styles

in college, teachers help you less, you are on your own. So you have to be more responsible, motivated, self-reliant and independent. It is harder but you learn more	5
there are more work and more serious learning in college. You have to study everyday	3
(e.g. you have to read 500 pages in a week for a college class but you read 200 pages in 2 weeks in high school)	
in college, you have people who want to learn and want to be	

there. They can empower their teachers. Also, you are paying for your education and you choose to study what you want to learn	3
high school is more personal with an average size of 20 to 30 students in a class. In college, you have classes of 300 people, you are just a number	2
college teachers are better educated, more qualified and knowledgeabble	2
both high school and college have lectures but there are also a lot of group projects in high school, therefore, it is easier to get away with things in high school	2
high school prepares you for college while college prepares you for the outside world, your career	2
in high school, your are programmed like a computer. There are 1000 rules and policies to restrain you. It is more open and free in college	2
in high school, you are there because you have to	2
in high school, you have limited choice of class. You are studying the things some board of directors decided are important for you to learn	2
college classes are moe organized	1
in college, some teachers are very interested in what the students say. The attitude of teachers learning from students are just as much	1
in college or in GC, we get more one-on-one relationship with teachers	1
college offers more stuffs that high school does not teach	1
high school is more boring and extended. You go to class everyday, whereas in college, a class is three times a week. Teachers will get right to the point	1
there are not much discussions in high school. In college, students have more discussions. Moreover, many of them contribute their prior knowledge into the class learning	1
college is like a democracy while high school is fascist	1
in high school, they babysit you, stereotype you. In college you get more respect because if you make it to college, you have probably done alright	1
both high school and college have lectures but lecturing is not adequate for high school kids. They need to participate and raise questions more. While college students are probably used to listen to teachers and take notes. They learn most of the stuffs by reading	1
in high school, no emphasis is placed on learning. Teachers give you information, you memorize and take the tests	1
I don't know	1

iii) course requirements and assignments

college requires more careful work and more paying attention	5
college is more structured. They place more responsibilities on you. You have a syllabus that tell you what need to be done by what dates. You may not need to turn in your	

work but if you don't do them, it will show in your tests and you won't get the credits	4
high school is not that serious. You don't have deadline. You can fall asleep and won't miss much. It is easy to slip through	4
it is memorization in high school but practical use in college. In college, you don't just understand what you learn but able to use the knowledge somewhere. In high school, you don't need to know how to use what you have learned	1
you are given shorter time to do your work in college, but it is not necessary that college reading/writing are harder	1
college education is adequate and relevant. It prepares you to function in the white-male-aristocracy-ran society	1
high school has a lot of busy work to babysit you and keep you from talking. It is very inefficient	1
I don't know. I think the Penumbra class resemble a typical college class. The Penumbra class has less work than high school class	1

iv) facilities and resources

college has more resources and high school has less	9
college is better in some areas (e.g. more libraries) but my high school is better in other areas (e.g. better art program, free art supplies)	4

v) financial costs

high school is cheaper, is free. It costs to go to college, you need to pay for everything	10
they are the same	2

Reasons for saying "the same":

high school is free but actually you pay $4000 in taxes for school. So, I think putting a kid through a year of high school costs about the same as putting a person through a year of college, assuming they both live at home

I don't pay anything to go tho GC

vi) registration

moe paperwork, more forms in college registration	3
in high school, everything is done for you. You only need to go to the counselor and pick the classes	3
I'm not sure about college registration. Mine is easy because I did it through our post-secondary office	3
college registration takes longer (e.g. one day in high school registration vs a couple of weeks in college)	3
more runaround in college registration	2
college registration is more complicated	2
in high school, you never have a problem getting into a class.	

If the class you need is full, they will take an underclassman out and let you in	2
in college, if you don't have the right grades, they won't let you in	1
high school registration is more personal, you deal directly with people. In college, you send the forms off and they send them back to you. You never really get in contact with anybody	1

vii) classroom behavior and interaction

in high school classroom, there are a lot of discipline and behavioral problems. A lot of students don't care, they talk, sleep, go rowdy, goof off. Students do not respect teachers and teachers do not give students respect	9
in college, classroom behavior is moe conservative, stable and mature. Students are quiet, pay attention and serious. They are there because they want to learn	5
if you goof off in college classroom, teachers don't care. They won't waste time yelling at you	1
there are less interactions in college classroom, relationship is more impersonal there	1
college students are more friendly. They know how to relate to people since they are older	1
if you act silly and goof off in high school classroom, teachers will ask you to leave. They care because the tax payers are paying for your education. In college, if you goof off, professors don't mind because you are paying for your own education	1
I don't know about college classroom behavior	1

Reasons for the classroom behavior described:

college classroom behavior is more disciplined and mature because you pay to be there. You want to go and you want to learn	4
more discipline problems happen in high school because high school is mandatory, it is free and you are there by law	3
kids are young and are still growing up, so they act silly	3
teachers expect immaturity. Students are rude not because they are young	1

viii) campus life and social activities

there are a lot moe social things going on in college for everyone, for different individual interests. So, you socialize more and get to know people better. It is more fun	7
high school has no campus, there are not much social activities. You get to go home after school unless you are in sports or extracurriculum	4
high school has a lot of social activities for students. It is just l	

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like a big party where you know everyone there. But I am never motivated to go to those stuffs in college even though there are centers for me like African American Center	1
both high school and college have cliques but high school students interact with other outside groups whereas college students are more individualized. They don't interact with people outside of their faction	1
high school students pick their friends and that's who they hang around with, but in college, you have a big variety of people. you get certain but you know everybody	1
in college, people are more tolerant. They are not all expected to go to football game. In high school, it is kind of like the all American stereotype that everybody should be interested in football	1
there is limited mobility in high school, you need a pass all the time. In college, you have more freedom, you can walk around the campus	1
you can parties in both high school and college, but you need to be more careful about time management in college	1
I don't know	1

5. **According to your present knowledge, what are the different kind of post-secondary schools you can choose to attend? What do you think are the differences among them?**

(See enclosure)

6. **What is your plan after high school?**

Post-secondary options mentioned:

4 year college	9
2 year college	2
work	1
2 year college with plan to transfer to 4 year college	2
interns with at least one specific college in mind	12

List of college mentioned:

U of M	3
GC	4
Grambling University	1
Dilliard University	1
Normandale	1
a private college in Cedar Rapids, Iowa	1
FAM, Spellman or Howard	1
MCC	1
art and design college	1

Reasons quoted:

(For specific school)		
friends and relatives there	3	
good and well-known program in my areas of interest		3
supportive racial/cultural environment	1	
it has impressive record	1	
it is away from home	1	
it does not only include minorities in curriculum, but fully explores it	1	
(For college in general)		
career preparation	3	
smaller and personal	2	
better job	1	
better earning	1	
always wants to go to college	1	
want to be intelligent	1	
with a college degree, I can make the system work for me	1	
(Others)		
I want to get a job, save money to buy house and car or for college, so I don't have to get financial aids	1	

7. **Have you applied for any colleges or post-secondary schools? Which ones?**

yes and got accepted	4
yes	6
no	4

Reasons for "no":

plan to finish high school first	1
have not taken the admission tests	2
have no money to pay for the application fee	2

8. a) **Have you taken any tests required for college admission (e.g. SAT or ACT)?**

(N=5) yes	4
no	1

If no, do you plan to take them in the near future?

I plan to take a couple month later	1

If yes, what tests have you taken ?

SAT	1
ACT	4

when did you take them?

mid 91	**1**
end of 91	**3**

b) Did your high school provide any preparation for you to tale these exams?

(N=5)yes	3
no	2

Did you pay an organization to help you prepare these exams?

yes	2
no	3

9. Have you participated in any college preparation programs (e.g. Summer Institute, Upward Bound, Advanced Placement or college classes) ?

(N=6)yes	4
no	2

If yes, What are they?

college prep class in high school	2
post-secondary classes	3
Upward Bound	1
I also did my own college preparation by taking the most difficult classes in high school	1

10. How much money per year will post-secondary education coat you?

Able to give estimate:

yes	13
no	1

Among the "yes", are they uncertain about their estimate?

yes	3
(For examples) out of state tuition, room and board, everything will cost less than &5000 out of state tuition, room and board , everything will cost from &2000 to $5000 I don't really know...like$2000? I am not really concerned about it.	
no	10

11. How do you plan to handle the financial demands of post-secondary education? Have you applied for any financial help? If yes, what have you done to apply? If no, what do you plan to do?

have applied for financial aids	10
got student loans	1
got work study	1
family	7
have applied for scholarship	5
got scholarship	1
work/job	4
saving	1
have not done anything yet	1
it is free for me	1
I will not get loans	2

12. **Are you currently working?**

yes	9
no	5

How many hours per week do you work?

4 to 5	2
15	1
20	2
15 to 30	1
30	2
35	1

13. **Besides school work and/or your job, do you have other work or responsibilities that you have to do regularly?**

yes	10
no	4

Activities:

church activities	2
sports	3
post-secondary	2
theatre-related	2
community/volunteer work	2
night school	1
social group/hanging out	1

14. **On an average, how many hours per week did you spend on this internship while you were involved?**

5 or less	2
6 to 10	5
10 to 15	6

around and less than 30	1

15. **Was it more than what you expected?**

yes	5
no	9

Reasons for "yes":

I didn't expect to put so many hours	1
it is not more time per sec but it is different from what I expected. They did not have enough stuff for us to fill the 19 internship hours	1
we were not well-informed about what we were supposed to do	1
it was more but not unable to handle	1
it didn't sound a lot until you actually do it	1

Reasons for "no":

I expected more hours	5

Was it a problems for you to spend the additional time after school for the internship?

yes	2
no	10
no at first until I got a job	2

Reasons for "yes":

my class in school was in conflict with the internship time	2

Reasons for "no":

CPS class was boring	1
internship schedule changed and messed up a lot, so it was hard to arrange	1

Was commuting a problem?

yes	6
no	8

Additional Comments:

I missed classes because of transportation	4
it was a pain to pay for the parking and to walk	1

16. **Can you tell me what did you do in this internship?**

Mentioned something about :	GC class	11
	acting class	11
	theatre work	13

About the GC class, mentioned:

guest speakers	5
writing	5
heated discussions	3
talks about post-secondary options	1
reading	1
movies	1

About the acting class, mentioned:

acting, drama , performing	5
cooperating with people	2
learning about yourself	1
concentration, focus	1

About the theatre work, mentioned:

listening to people talking about the different parts of theatre	8
ushering	4
help with set building	4
help with filing (records and tickets)	3
dirty work (e.g. sweeping and moping the floor)	3
library research	1

17. How are these different activities related/connected to each other?

Between acting class and the theatre work:

both are about theatre	3
both are about acting	3

Between acting class and CPS class:

both have to do with creative problems solving	1

Between CPS class and theatre work:

in the CPS class, we talked and wrote about internship and theatre	2
how to solve problems creatively can be used in stage and set	1

All three together:

we learned personal responsibilities, teamwork and self-motivation	1
theatre is the common theme in all three of them	1

18. What was the meaning of this internship?

Academic:

get a taste/sample of college	6

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college preparation	5
advertise/promote college, especially the U of M	2
help us make transition from high school to college (using theatre as a common bond)	2

Theatre-related:

let us see the different aspects of theatre and how it runs	4
learn about the stage	1
get some acting and performing experiences	1

Personal:

foster creative problem solving	1
gives us a chance to explore different things and explore our talents	1
learn self-motivation	1

Social:

learn how to interact with other people, cooperate as a team	2
how to motivate the group	1

19. Do you see what you did in this internship would lead to the goals you just mentioned? If yes, how? If no, why not?

yes	6
no	7
yes & no	1

Reasons for "yes":

I got a good taste of college	1
as far as able to be creative and develop your talents, I have learned to speak in front of others, able to relax and concentrate	1
I got a chance to talk to people about post-secondary, came to campus and learn the way around, know who to talk to when I have questions	1

Reasons for "no":

I already know about college, so I have learned nothing new	3
the class was not like a real college class	2
the internship work at Penumbra has nothing to do with college preparation, it was so unorganized and misleading. Nobody seemed to know what was going on	2
it might help if I want to become an actress, but I am not doing any of this now	1

20. What did you want to get out of this internship?

Academic:

want to see what college life is, get a better understanding	6
to learn writing	2
want to take post-secondary class	1
free college class	1

Theatre-related:

want to have experience with theatre, see the different aspects of it and see how it runs	7
learn acting	3

Personal:

meet different people and see different perspectives	1

Others:

I didn't have much expectations	2

21. **Did you get what you wanted?**

yes	4
no	7
yes & no	3

What could we have done to help you get what you wanted?

the internship needs a lot of improvement, more communication between people, better coordination	4
I expected to learn more about writing but we talked about college all the time	1
a lot of information about college are something I already know	1
it just seemed like another high school class.	1
the class and the writing assignments were not serious enough	1
it would be nice if we could change the tone in the classroom and learn with other college students	2
we need more unity between between the two classes (CPS and acting classes)	1
the pamphlet was too vague, description of the internship should be clearer	1
people at Penumbra did not have time. When you were ready, they were not. They should have somebody who have time for us to do it	1

22. **What were the things you like about this internship?**

Allison's acting class	9
gain perspective of college, see how college is	4
speakers in the CPS class	3
did the internship work and watched the end results	3

meet the interns and learn different perspectives	2
able to express what you feel and have people give you feedback	1
getting college credits	1
some class discussions	1
movies at the CPS class	1
talking to Lou	1
rides with Vincent	1
the staffs are nice and helpful	1

About Allison's class:

we got to move around and be loose
I became more comfortable, got to do a lot of things I did not expect myself to do
we did weird and crazy stuffs but they all make sense

23. **What were the things you dislike about this internship?**

About the CPS class:

it was very unorganized and unstructured, it seemed to have no goal	5
the assignments were not good, they did not fit what the the class was about	1

About the theatre work:

the whole internship part was just unorganized	5
we weren't getting hands on experiences, just doing some other things (e.g. sweeping floor, filing)	4
the internship schedule got changed a lot, it did not have a set time	2
we didn't have enough hours or work to do at Penumbra	2

About the internship in general:

some interns were rude, they got on my nerve	2
transportation problem	1
we were always in different sports, never had our own room	1
the attitudes people have	1

24. **What changes would you like to see in this internship?**

more organization, more focus, better planning and coordination	6
let the interns know the expectations (e.g. time requirements, transportation, class etc) from the start	5
the theatre part needs more communication, coordination and scheduling	3
pamphlet should be more explanatory and provide better information	3
let us do more actual hands on work at Penumbra	2
have only those kids who want to be there	2
change the name of CPS class to college preparation class	1

classroom behavior may be better if we were placed in a real college class with other college students on campus	1
the CPS class can be restructured	1

25. **Did joining the internship help you understand or realize the academic demands of post-secondary education? If yes, can you tell me about some of the academic demands of post-secondary education? If no, why not?**

yes	3
no	8
somewhat	3

Reasons for "no" and "somewhat":

the class did not represent college class, it was like a high school class to me. It was too easy and there were too many discipline problems	6
I already know about the academic demands of post-secondary from elsewhere (e.g. other post-secondary classes, friends and family)	5

Academic demands mentioned:

comprehension and memorization	3
getting things done fast, right and on time	2
independent and self-sufficient	2
self-motivation	2
able to handle a lot of work	2
reading and able to abstract knowledge from what you read	2
discipline	1
better study habits	1
push yourself solely to be successful	1
writing	1
how to apply what you have learned	1
English	1
Math	1
communication	1
get involved in the class	1
know what is going on and the work you have to do	1

26. **Did joining the internship help you understand of realize the social demands of post-secondary education? If yes, can you tell me about some of the social demands of post-secondary education? If no, why not?**

yes	5
no	8
yes & no	1

Reasons for "no":

it was like a high school class	4
I already know about the social demands of college before I came to the class or from elsewhere (e.g. other post-secondary classes)	3
the class was not on campus, so I couldn't see the campus social life	2

Social demands mentioned:

communication and able to talk to everybody	4
set priority, able to concentrate and not let other distract you while you are getting your things done	1
speak up, able to ask questions and not to be intimidated by others	1
responsibility	1
self-motivation	1
politeness	1
maturity	1
tolerate others' beliefs, knowing when to keep quiet	1
need to be more social in college to meet new friends	1

27. **Can you tell me who were your mentors?**

no, I don't have one	13
(SC)Linda, Vincent, Allison	1
(CS)Vincent, Terry, Linda	1
(CW)Stryder would be for the next quarter	1

28. **Did you have a chance to talk to your mentors or internship staffs on an one-on-one basis? If yes, how many times had you done so?**

yes	12
a little	2

Names mentioned:

Vincent	8
Allison	7
Linda	6
Terry	1
Lou	1
Stryder	2

How often?

if I wanted to	1
a little, rarely	2
during individual conference	3
several time	5
a lot	3

29. **Did you get useful advices from the internship staffs? If yes, can you give examples? If no, do you know why?**

yes	10
no	4

Reason for "no":

they didn't provide anything for us, I didn't really see any relevance in what we talked about	1
I only asked for help in finding a campus, but they said they probably couldn't help me	1
all they would is they will see what they can do, that is why everybody complained about it	1
I didn't think I really asked for advice	1

30. **Did your mentors or internship staffs know about your interests, goals and/or plan?**

yes	10
no	4

Reasons for "no":

they did ask but I don't feel that they know me well	1
they know a little but I don't think they understand my true goals and true plans, They never asked	1
they asked me what college I was going to but that was about it	1
they didn't know except Vincent	1

31. **Did your mentors/internship staffs talk about college or higher education with you?**

yes	13
no	1

Did that change or clarify the way you see higher education?

yes	5
no	8
don't know	1

Reasons for "no":

those are the things I already know	6
I have my ways and they have theirs	1
we didn't talk about college or post-secondary education a lot	1

What did we clarify/change?

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bureaucracy is very predominate in college. Things are slow and difficult	2
emphasize that work needs to be done right and fast	1
college is a lot harder	1
college is important	1
issues like commuting, different options	1
generally more knowledgeable about post-secondary	1

32. What kind of guidance or help did you want to get from your mentors/internship staffs?

Academic:

basic help with writing and the assignments	2
I wanted college atmosphere	1
just every now and then ask if I have been doing what need to be doing to get to college	1
just anytime when I have questions about university, hopefully they can give me some guidance	1
to get better ideas of what I am preparing myself for in college	1

Theatre-related:

I wish I could learn more about theatre, be more a part of it and see more of the behind the screen stuff	3
Penumbra could have played a big and key factors	1

The project in general:

I didn't have any expectations or wants	4
they have done enough, I got a lot from them	3
I don't think I really want any guidance	2
knowledge that whenever I need them, they will be available	1
just to be able to be friends with them	1
if they can explain stuff about internship more and be more upfront about their expectations	1

33. Did the mentors/internship staffs provide the guidance that you wanted?

yes	6
no, don't know	8

If no, can you think of the reasons?

I knew pretty much what I need to know, therefore, I am not getting anything out of it	2
not sure what kind of guidance I want	1
Penumbra people could have done more	1
there could have been an internship at Penumbra but the opportunities were not given	1

yes	10
no	4

If yes, how?

I have learned to work with different people whom I may not want to deal with. I have learned to be tolerant and accepting	4
I got to learn different kind of people and different ways of doing things	2
I have learned how to get to people to do stuff without actually saying it or offending the people	2
I am more social and open	1
I am able to talk more, feel more comfortable and not worry about what other people are going to think	1

35. Consider all these, would you recommend this internship to others?

(N=6)yes	2
no	3
yes & no	1

What kind of people would you recommend this internship to?

anyone could benefit from it	2
people that need help in filing out forms, people that need someone to point out what direction to take or people that need to get more organized	1
kids who don't know what they really want	1
people who have a lot of time	1
people who are extremely interested in theatre	1
people who like to be in acting	1
people who like to be an Afro-American teacher	1

36. Do you have any additional suggestions, comments or questions?

yes	5
no	9

Additional comments:

its vision is very noble, it is also possible to achieve. If they reach that goal, at least partially, it would be very worthwhile

I would really like to see the internship program work because I think it has a lot of potentials

I'm glad to have done it. I don't mind being a guinea pig if it can benefit people later on

I'm glad I did this internship because I think I have learned a lot

the internship was good, they just need to present it better. If they presented it better, I think they would have a lot of people come.

we need to make better brochure and present all the information to the students right away if you just organize the internship a little better, I think it would be great

FIPSE PROJECT, FIRST CADRE,

THIRD INTERVIEW

BRIEF SUMMARY

DATE:
September 21, 1992

FIPSE PROJECT FIRST COHORT THIRD INTERVIEW

IDENTIFICATION OF THE INTERNS (N=8)

13LB	Lutrenze Butcher	(3E, long)
13CG	Cassandra Green	(3A, short)
13DJ	David Jenkins	(3E, long)
13MM	Monishae Mosley	(3E, long)
13PM	Paul Murrell	(3E, long)
13LP	Lynn Park	(3E, long)
13CS	Christian Scott	(3A, short)
13CW	Chamindika Wanduragala	(3E, long)

NOTE:

13LB	COHORT NUMBER
13LB	INTERVIEW NUMBER
13LB	INTERN'S INITIALS
(3A, short)	SHORTER QUESTIONNAIRE FORM #3A
(3E, long)	LONGER QUESTIONNAIRE FORM #3E

1 **Can you name the staffs you had worked or had dealt with in this Penumbra/General College internship? Who were they?**

Names mentioned more than once:

Linda	7
Allison	7
Lou	7
Stryder	6
Terry	4
Vincent	4
Gladys	4

Other names mentioned: Tammy, Tony, Paula, Mike

What roles do they place in the program?

Linda	--- instructor	4
	bridge between college and Penumbra	1
Allison	--- instructor of the acting class	5
	bridge between high school and the program	1
Lou	--- person in charge, director of Penumbra	2
	involve in coordinating and planning	1
	coordinator and leader of this project	1
	guest speaker	1
	actor and professor	1
Stryder	--- does set and props	4
Terry	--- professor	2
Vincent	--- instructor	1
	coordinates one internship, keep things together	1
	I'm confused about what he is supposed to do	1

2 a **Among the people you have mentioned, had you talked to them on one-to-one basis? Y______ N____**

yes	8

names mentioned:

Linda	3
Allison	3
Vincent	2
Gladys	2
Terry	1
Lou	1
Stryder	1

b **How comfortable did you feel talking to them?**

Positive response:	8

c **What sort of things did you discuss when you met with them?**

about the things they have involved with (e.g. class work, theatre and internship work)	5
post secondary and college preparation	4
something general	2
everything you can think of	2
my attitude	1
we were just philosophizing	1
how the program is doing	1
finding a campus job	1

d **Where they helpful and supportive?**

yes	7
yes but I did not get any hands on experience at penumbra	1

3 **What did you expect from this Penumbra/General College internship? (What were the things you wanted to learn, obtain or achieve?)**

get theatre experience learn more about theatre, the planning, production, stage works etc	6
I did not expect anything	3
acting experience	3
learn more about creative writing	2
take college classes, get college credits and experience	2
a chance to work with people	1
get to see the plays	1
I did not expect anything for the class	1

4 **Was the internship successful in meeting your expectations and needs? Would you please elaborate?**

the college class is better, more structured, more like a real university class. It is successful and I have learned a lot	4
I do not know about the internship at Penumbra. I did not do it this quarter	3
Penumbra part was a mess, it was poorly planned	2
the acting class was good	2
it taught me a lot of things I did not know although it left with me a lot of question	1
last quarter was not successful but the quarter is better	1
the class in the 1st quarter is not relevant to theatre. It had no focus	1
I thought the class (1st quarter) would like a writing class but it did not turn out like that	1

even if I did not take the class, I would be exposed to a lot of college experience	1

5 **What did you do in the internship this quarter?**

Linda's class	5
Nothing at Penumbra	4
(4 mentioned that nobody from Penumbra called)	
ushering for 3 hour	1

6 **How did you like the activities you did in the internship? Were they coordinated well? Were the different activities related to each other?**

Linda's class in the 2nd quarter is OK	1
I like the class discussion, writing, and working together as a group	1
the things we did at Penumbra in the 1st quarter was fine	1
acting class was good and interesting	2
I enjoyed the speaker	1
last quarter I did not like the busy work at Penumbra	1
I had a good time most of the time	3
the class got dull on occasion	1
CPS class in the first quarter was a waste of time, it had too many problems	1

Well coordinated?

Linda's class in the 2nd quarter were well coordinated	2
I do not think they are coordinated in the ways the program had been designed	1
not in the last quarter but it was well coordinated this quarter	1
yes	2
the class had nothing to do with the theatre and internship. there was no continuity in the class, acting class and the internship	2
the acting class was well coordinated	1

7 a **How did this internship help in college transition and preparation? (Were there any activities you had done or any information we presented to you that helped or were related to college transition and preparation?)**

it improved my writing skills	2
I knows what a college class is like, what the professors expect. I got a real taste of college	3
I got to walk around the campus	2
I know what English classes will be like in college	1
I learned to meet deadline, manage time, and got	

things in on time	2
I understand the bureaucracy in college	1
I talked to people in college and know what they are like	2
I learned to be responsible	1
not much. It could have helped me if I had not been in post secondary before	2

How did the acting class and theatre work help in college transition?

it brought out shyness, relieved stress and self doubt. You are more positive about yourself and not afraid to speak in front of people	2
I learned responsibility in Penumbra	1
Penumbra part did not offer anything. It was set up in a very confusing way	2

b **On the scale of 1-5 (with 1 as the least successful and 5 as most successful), how would you rate the success of this internship as a college transition project?**

Rating:

(Internship in General)	
4	3
3	3
(writing class)	
4	2
(Penumbra work)	
1	1

Additional comment:

it was not a 5 because the Penumbra internship was not set up well
hi school students need a college experience before they go to college
it has been beneficial to me
it gave us a good beginning

8 **Which parts of the internship were the most helpful and useful to you?**

Linda's class	4
internship work at Penumbra	2
Allison's workshop	3
speakers	1
group discussions on things because we got to know different perspectives	1

college experience	1

Things mentioned about Linda's class:

I like to write
the books are interesting to read
we analyzed education that made me think a lot

9 **Which parts of the internship were the least helpful and useful to you?**

internship at Penumbra	4

(Reasons quoted):

it was not about acting or anything
it was not helping me
it was so messed up
it did not really get going
I did not like the busy work (e.g. moping and sweeping the floor)

Linda's class in the first quarter	4

(Reasons quoted):

discipline problem
too much time, too little things to do
the class was not coordinated
the class has no goal
they said the class would use internship and textbook but the internship was nonexistent
the journal was separate from the class
all the time we wasted with stuff like the assignment
it never really got off the ground

there is nothing I did not like the class could be more intriguing	1

10 a **Do you think that the internship has changed since the last time we talked? Y_____ N_____**

b **Was it getting better _____,**
about the same _____, or
getting worse _____?
Why was that?

(internship in general):

better	1
worse	1
do not knows	2

I think the staff members understood that it was kind of messed up before, I think they were trying harder to make it come together more	1

Reason for 'worse':

more people dropped out, it became less solid. The coordinator lost enthusiasm, so did the student	1

(Linda's class):

Better	3
worse	1

Reasons for 'Better':

it was more organized	2
she had more control over the discipline problem	1
we were in a different environment	1
we got to work on computers	2
we had assignments and we need to turn them it by certain dates or else we would not get the grades	2
we had more respect for Linda	1
Linda was more open and relaxed	1

Reasons for 'worse':

it is too academic, I like classes where I get some hands on experience	1

(theatre work):

worse	1
same	1

Comments:

time wise, it was better because I was able to pick how many hour and when do I want to go	1

11 What could be done so that the future interns could benefit more from the project?

more organization and planning ahead of time. Be able to predict problem and solve them fast (if not before they happen). Try not to change that much	3
theatre work at Penumbra need to be more organized	1
make sure there are enough interesting work for internships to do	2
anyone can do dirty work but most internship want	

to get hands on experience	2
make the acting class mandatory	2
have the class at University campus	1
having 10 instead of 19 internship hours	1
there were a lot of wasteful reading that were neither exciting nor interesting	1
arrange campus tour, bring student to campus and get them involved in something	1
change the CPS class	1
make sure everything are relevant and related	1
closer relationship with mentors or whoever you are internship with	1

12 You will graduate pretty soon, what will you be doing after high school?

(LB)	Gramline State university
(CG)	Normandale for 1 year, then transfer to an all black college down south
(DJ)	Pema Junior College in Tucson, AZ
(MM)	Spellman
(PM)	Pema Junior College in Tucson, AZ
(LP)	Oberland
(CS)	Gernal College
(CW)	University of Minnesota --- CLA

13. What about your friends and the people you know, what will or what can they do after they graduate from high school?

most of them are going to college	3
most of them are going to college, some are working, trying to earn their tuition to go to college	2
most of them continue their education their education, some go to community, some go to 4 years, some go to the U, everything	1
some go to college, some are already in or doing something else. Some will be going into the military	1
most of my friends are older. They are already graduated with their degree and working. The ones at my age are going to college too	1

14. Why do you want to go for post-secondary/college education?

I want to learn more and college is a good place to get good education	3
I want to get a good job	2
I want to make good income	2
it's something I want to do	2
I want to use knowledge from college to develop who I am and help me figure out what I want to do and prepare my future	2
I don't want to stay home all day and watch TV	1
I don't go to college to learn. I want to have a college degree	

behind me so other people will hear and appreciate my idea	1

15. What do want to study?

(LB) medical school or nursing
(CG) liberal art, business
(DJ) history, theater, writing and philosophy
(MM) English major with a double minor in dance and broadcast journalism
(PM) psychology, theater
(LP) double major in theater and visual arts
(CS) something in arts, I want to teach
(CW) double major in studio arts and something else

Is it for your career interest or for your personal development?

career interest	4
both career interest and personal develpoment	3

16. What do you want to do in the future with your majors or with your post-secondary education?

(LB) be a doctor, own my own practice
(CG) become an actor; go into business like fashion industry or interior decorating/interior design
(DJ) maybe just teach for a while. I want to be a figure, making key decisions and changes
(MM) I like to dance, like to be a broadcast journalist, maybe have my own TV show, or get into some kind of entertainment. If I couldn't find a job in journalism. I could go back to school then be a Engilsh teacher
(PM) I like to go to school as long as I am alive. I'm planning on getting a PhD, after than a Master's in business
(LP) something to do with theater, either acting, playwriting or design sets
(CS) something in the arts, I want to teach
(CW) combine art and community service thing, eg., art therapy

17. How much money do you need to go to college?

Able to give estimate:

yes	5
no	3

Among the "yes", are they uncertain about the estimate:

yes	1
no	4

Response of those who were unable to give estimate:

I don't know	1
I need to pay rent, food and miscellaneous you know, cable, and beer and cigarette, my parents are covering tuition (these interns did not give any rough numbers for any items)	1
I can't give you a rough estimate. A few thousand, no, more than a few, over 10, but less than 100	1

18. Where do you find the money?

family	6
saving	3
work	5
financial aids	2
scholarship	3
won a lawsuit and got money for that	1
selling my artwork	1

19. If you were a mentor and you wanted to help a high school junior to prepare for college, What tips would you tell him or her? What skills would you encourage him/her to develop? (Probe: (1) academic areas, e.g. studying skills or attitudes or personal characteristics that can help him/her to succeed.)

reading and writing	5
good study habits: able to study, take in, comprehend, learn and memorize information	4
be open-minded	4
expect a lot of work and study hard	3
listening and note-taking skills	3
good self-discipline	3
time management	3
never let people tell you that you can't do something	2
take post-secondary classes	2
keep your grades up	2
prepared to not only have fun but work	2
get started with the application early, take on initiative, don't put it off	2
know how to communicate and ask questions	2
go to the college that you want, get informed about the classes and see if the college is right for you	1
find a support system (eg., study group)	1
have good attitudes, willing to try new things, work with new people, don't think you know everything	1
able to say 'no' to friend knowing that you have work need to be done	1
be friendly, learn who you friend are right away and don't get used	1
able to learn on your own	1
get typing and computer skills	1
have a positive outlook	1

20. **What are some of the aspects of college you think you will like? Why?**

freedom, independence, you are on your own	6
better teachers, more classes to choose, better learning	4
meeting different people from all walks of life	3
living with roommates/best friends	2
not having the administration telling you what to do, not being babysat anymore	1
closer to real world	1
the college atmosphere and lifestyles	1
I'll be interested and busy, there are so much to do	1

21. **What are some of the aspects of college you think you won't like? Why?**

a lot of work and reading, too busy	3
learning to type	1
away from home	1
miss my friend	1
getting up for the classes	1
the heat	1
have to come home at the end of the year	1
things I want to do but I can't because of requirements or something	1
run around and waiting in lines	1
big classes	1
not sure what I won't like. I'm ready for whatever I have to face	1
don't think there'll be too much I don't like	1

22. **According to your opinion, what should college education emphasize?**

well-rounded education that is social, psychological, emotional, spiritual, intellectual and multi-cultural , to broaden your horizon	4
should teach them skills and knowledge so students are prepared for job	3
provide the best education possible so everybody can succeed in life as what they want to do/to be	2
that teachers can be open-minded, able to talk to students and care about students	2
give students as much information and opportunities, let students build off of it, learn and become whatsoever they want to become. So college should provide the materials and resources for students to teach themselves	1
every department should be emphasized as much as the others	1

23. Do you have additional suggestions, comments or questions you want to add?

no	5
don't know	2

Other comments:

it has been fun
if they need help in planning, I'll be available
I'd like to do the internship in the fall, that would be nice
I can't really sit there and critique the program. It was young and just a first major attempt. I really thought it was pretty good for something just starting out.

FIPSE PROJECT, FIRST CADRE,

FIRST & SECOND SATISFACTION SURVEYS

BRIEF SUMMARY

DATE:
September 21, 1992

NAMES OF STUDENTS WHO DID THE FIRST SATISFACTION SURVEY (MARCH, 1992):

BUTCHER, LUTRENZE

COCHRAN, SHAWN

FIELD, KARI

GREEN, CASSANDRA

HAUGEE, ERIC

JENKINS, DAVID

MOSLEY, MONISHAE

MURRELL, PAUL

PARK, LYNN

SHERROD, SHALINDA

WANDURAGALA, CHAMINDIKA

THE TOTAL NUMBER IS: 11

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F1; Srvy2; List

NAMES OF STUDENTS WHO RETURNED THE SECOND SATISFACTION SURVEY (JUNE, 1992):

BUTCHER, LUTRENZE	(2A, long)
COCHRAN, SHAWN	(2A, long)
GREEN, CASSANDRA	(2A, long)
MOSLEY, MONISHAE	(2A, long)
PARK, LYNN	(2B, short)
SCOTT, CHRISTIAN	(2A, long)
SHERROD, SHALINDA	(2A, long)

THE TOTAL NUMBER IS: 7

F1; Srvy; Comp 1&2

FIPSE Project, First Cohort
Comparison Between The First And The Second Surveys

1______2______3______4______5
strongly disagree — **strongly agree**

(A).	Internship & Self-development	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1,	The internship helps me understand myself (e.g. goals, potential, aspirations) better	2.8	3.5	.7
2.	In this internship, I understand more about the importance of:			
	i). responsibility		3.8	
	ii). self discipline		3.8	
	iii). promptness		3.8	
3.	The internship experiences improve my skills in:			
	i). expressing myself		3.7	
	ii). concentration		3.7	
4.	This internship is intellectually stimulating, it teaches me how to think and see things in different ways		3.7	
5.	I am treated respectfully by the adults and other interns in the internship		4.0	
6.	Being around different kinds of people, I have learned to respect others' viewpoints and be more open-minded		4.3	
7.	I have learned more about team work and how to cooperate with different people		4.2	

(Summary)

a) # of item with a value greater than 3:
-- 2nd Survey: 10 out of 10
b) # of item showing positive change: 1 out of 1

(B).	Internship & College	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1.	This GC class gives me an idea what college classes are like	2.5	4.0	*1.5*
2a.	The classes I am taking in this internship improve my academic skills	2.2		
2b.	This class I am taking in this internship improves my:			
	i). reading skills		3.3	
	ii). writing skills		4.3	
	iii). thinking/analytical skills		4	
	(Average of i, ii, & iii)		3.87	
2.	The difference between 2a & 2b average			*1.67*
3.	I participated actively in the classes	4.2	3.8	-.4
4.	I was prepared for the classes	4.3	3.7	-.6
5.	I turned in the assignments on time	3.5	3.8	*.3*
6.	I have a better understanding and expectation of post-secondary education because of the internship	2.6	3.8	*1.2*
7.	I feel more comfortable taking on the academic challenge of college because of the internship	2.9	3.8	*.9*
8.	I have a better idea how I can benefit from post-secondary education because of the internship	2.8	4.0	*1.2*

(Summary)

a) # of item with a value greater than 3 :

-- 1st Survey: 3 out of 8

-- 2nd Survey: 11 out of 11

b) # of item showing positive change: 6 out of 8

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(C).	Self & Staffs	First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
1.	I feel comfortable with the internship staffs	3.6	4.1	.5
2.	It is easy for me to talk with the internship staffs when I have questions or concerns	4.0	4.1	.1
3.	I feel that the staffs are trying to develop rapport with me and care about me	3.4	4.0	.6
4.	The staffs get me involved and interested in learning	3.5	3.4	-.1
5.	The staffs are usually available when I need to meet with them	3.6	3.7	.1
6.	I get enough feedback from the staffs about my performance	3.1	3.9	.8

(Summary) **a) # of item with valus greater than 3:**
-- 1st Survey: 6 out of 6
-- 2nd Survey: 6 out of 6
b) # of item showing positive change: 5 out of 6

(D).	Self & Other Interns			
1.	I feel comfortable with other interns	4.1	4.1	0
2.	I make friends with other interns	4.2	4.0	-.2
3.	I learn from other interns	4.1	4.8	.7
4.	Other interns make interesting contributions to class and group discussion	4.0	4.8	.8
5.	Other interns are productive and cooperative in group work	3.7	4.0	.3
6.	I enjoy learning with other interns	4.0	4.4	.4

(Summary)
a) # of item with a value greater than 3:
-- 1st Survey: 6 out of 6
-- 2nd Survey: 6 out of 6
b) # of item showing positive change: 4 out of 6

(E).	General Evaluation	**First Survey (N = 11)**	**Second Survey (N = 7)**	**Diff. (2nd - 1st)**
1.	I understand my privileges and responsibilities in this internship	3.9	3.7	-.2
2.	This internship is pretty much what I expected it to be	2.1	2.0	-.1
3.	The expectations of staffs are reasonable	3.6	3.3	-.3
4.	The requirements of interns are reasonable	3.5	3.5	0
5.	The different parts of the internship (e.g. classes, theatre work, mentoring) are well-planned and well-coordinated	1.5	2.2	.7
6.	What I have learned from the different parts of the internship are related to and support each other	2.1	3.0	.9
7.	The content of this internship is interesting	2.7	3.3	.6
8.	The assignments and work of this internship are challenging	2.6	2.8	.2
9.	The information presented (by staffs, speakers, instructors etc.) are useful and stimulating	4.2	3.5	-.7
10.	The internship improves my social interpersonal skills	3.4	3.2	-.2
11.	I feel included and supported in classes and theatre work	3.7	3.5	-.2

		First Survey (N = 11)	Second Survey (N = 7)	Diff. (2nd - 1st)
12.	What I have learned in the internship helps me in my school work	2.8	3.3	.5
13.	What I have learned in the internship helps me in my outside-of-school work	2.5	3.3	.8
14.	I am motivated to learn and do well in this internship	3.7	3.2	-.5
15.	I have learned a lot from this internship	3.1	2,8	-.3
16.	I am glad that I have joined this internship	3.5	3.3	-.2
17.	I would recommend this internship to others	3.3	3.0	-.3
18.	All things considered, how would you rate this internship so far? (5=excellent, 1=very poor)	3.0	3.2	.2

(Summary) **a) # of item with a value greater than 3:**
-- 1st Survey: 10 out of 18
-- 2nd Survey: 12 out of 18
b) # of item showing positive change: 7 out of 18

(F). College Preparation

1______2______3______4______5
unsatisfactory **very satisfactory**

		First Survey (N = 11)	Second Survey (N = 7)	Diff (2nd - 1st)
1.	To read college level books	4.1	3.9	-.2
2.	To write college level papers	3.8	3.0	-.8

		First Survey (N = 11)	Second Survey (N = 7)	Diff (2nd - 1st)
3.	To solve college level math problems	2.8	2.4	-.4
4.	To learn college level science	3.3	3.0	-.3
5.	To contribute to small group discussion	4.5	4.7	.2
6.	To plan study time, get assignments in on time	4.3	3.9	-.4
7.	To select courses to meet an educational plan	4.2	4.0	-.2
8.	To talk one-on-one to teachers and staffs	4.5	4.1	-.4
9.	To find friends and feel comfortable socially in college campus	4.5	3.6	-.9
10.	To live on my own, away from home	4.2	4.1	-.1
11.	To assert myself, ask questions	4.3	4.4	.1
12.	To deal with university system like registration, financial aid etc.	4.0	4.1	.1
13.	To properly manage time in order to balance the social and academic demands of college	4.1	3.9	-.2

(Summary) **a) # of item with a value greater than 3:**

-- 1st Survey: 12 out of 13

-- 2nd Survey: 10 out of 13

b) # of item showing positive change: 3 out of 13

(G). Educational Aspirations

--What level of education do you want to obtain? (First Survey)
--Realistically, when all things are considered, what level of education will you probably end up with? (Second Survey)
(The numbers below indicate the frequencies of each response)

	First Survey (N = 11)	**Second Survey (N = 7)**
High school	1	0
Post-secondary technical and vocational training	0	0
2 year college	0	0
4 year college	0	2
graduate degrees (e.g. master and Ph.D)	10	5
Total:	11	7

SATISFACTION SURVEY #1

The responses to the five open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

10. What are your most favorable parts in this internship?
--acting class (7)
--speakers (3)
--meeting new people (2)
--actual internship work (1)
--missing (1)

11. What are your least favorable parts of this internship?
--the organizational and disciplinary problems in the creative problem solving class (4)
--the organizational problems of the internship work (3)
--the organizational problems in general (1)
--sitting through the boring bureaucracy stuff (1)
--three days a week was too much (1)
--missing (1)

12. Can you name one or two aspects of the internship which you think should be improved?
--more organization in the internship and the class (6)
--should have classes on university campus with other college students (2)
--pamphlet (2)
--level of commitment of the students (1)
--focus on theatre instead of racial issues/debates (1)
requirements/expectations/commitment should be clarified and emphasized before interns decide to commit (1)
--missing (1)

13. According to your current experience, what kind of students would benefit most from this internship?
--students with nothing to do (1)
--juniors in high school (1)
--commited students who have a will to learn and are open-mined (1)
--any student who has interest to go to college or theatre (1)
--students intending to attend the GC and those who only contact with college would be this program (1)

- --students who like acting (1)
- --I think all students would benefit (1)
- --don't know (2)
- --missing (2)

18. Do you have any additional comments?

- --it should be open to any students but they should be able to be asked to leave (1)
- --the program has great possibilities but it needs to be looked at carefully. It should be advertised more (1)
- --I learned the most from the other students. This internship offer an intimate integration of different people with different backgrounds (race, inner-city/suburban etc.). I'm very grateful for that. (1)
- --no additional comments (3)
- --missing (5)

F1; Srvy2

SATISFACTION SURVEY #2

The responses to the four open-ended questions are summarized as follow (numbers in parenthesis represent the frequencies of the responses):

6. **What is/are the most positive part(s) in this internship?**
--to get a look at the college life
--discussions
--Mike Rose novel
--writing
--that these people wanted to try and get this project together--but it didn't work
--the GC class in the second quarter (2)
--meeting and learning from the other interns
--the acting class was enjoyable
--missing

7. **What is/are the least positive part(s) in this internship?**
--to get U of M credits
--changing syllabus
--no hands on work, didn't learn much about theatre
--the problem solving class never really got off the ground and neither did the "internship"
--the lack of internship hours
--the internship was uncoordinated
--don't know
--missing

8. **Can you name one or two aspects of the internship which you think should be improved?**
--mentors part
--theatre part
--more stuff to do at Penumbra, more hours (2)
--class size
--coordination, orientation, overall planning with respect to the relevance of the class to the internship
--all of it
--missing (2)

12. **Do you have any additional comments?**
    - -keep the program going
    - -things fall apart due to lack of planning and declining enthusiasm. There were a handful of students who wanted it to work, it's a pity that wasn't enough
    - -thanks guys, it's been real!
    - -no
    - -missing(3)

FIPSE PROJECT, FIRST CADRE,
EXIT INTERVIEW
BRIEF SUMMARY

DATE:
September 21, 1992

1. **When did you decide not to continue the internship?
When did you decide to drop part of the internship program?**

right at the beginning of the program	2
when we signed up for the second quarter	5
first couple of weeks during the second quarter	4
when I got accepted to Spellman College	1

2. **Did you make this decision on your own?**

yes	8
no	0

Was there anyone who help you with this decision?

yes	1
(Linda told me that I had excessive absences that I should either drop out or fail)	
no	6
parents helped me a bit but it was basically my own decision	1

3. **What were your reasons for deciding to discontinue the internship?
What were your reasons for dropping parts of this program?**

CPS class was not a writing class	2
CPS class had unclear expectations	1
CPS class had too many discipline problems	1
the internship was not what I expected	2
too much time commitment	5
the internship clashed with my job	3
the internship clash with my class	1
it was wasting my time	2
I am already in post secondary classes, so the class in this program was unnecessary	2
transportation problems	2
I did not want to take a U class in the last quarter of high school	1
I am going out of state for college	2
I could not come to practice so my golf coach got mad at me. I am a captain so he needs me everyday	1
I did not want to drop the internship. It did not work out. I wanted to do the acting class and the internship work. The acting class got cancelled because only two students showed up. When Stryder mentioned a time we could come, it was always when we had school. They had to make special arrangement for us. We could have been a burden on them. Then I forgot to call and they did not call back. So we just let it slip.	2

4. **Do you feel that you will miss out on anything by not doing all parts of the internship? What is it that you will miss out on?**

nothing	4

seeing other people and interns	3
internship work at Penumbra	3
writing class	3
acting class	3
a chance to get post-secondary education	1

Can you replace that experience with a similar one?

yes	5
no	2

Can you give examples?

taking writing class in high school	1	
taking writing class in college		1
taking acting class in high school	1	
post-secondary experience in college	1	
internship or summer job in theatre to get the hands on experience	2	

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